

The AGRICULTURAL EDUCATION *Magazine*

VOLUME 28

JUNE, 1956

NUMBER 12



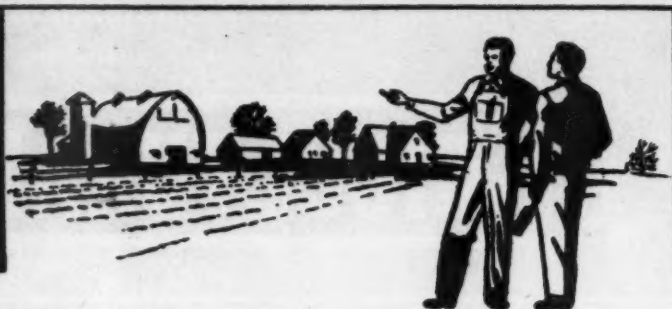
Legend, page 268

*Featuring—The
Summer Program*



C. F. G.

The Agricultural Education Magazine



A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by Interstate Printers and Publishers, Danville, Illinois.

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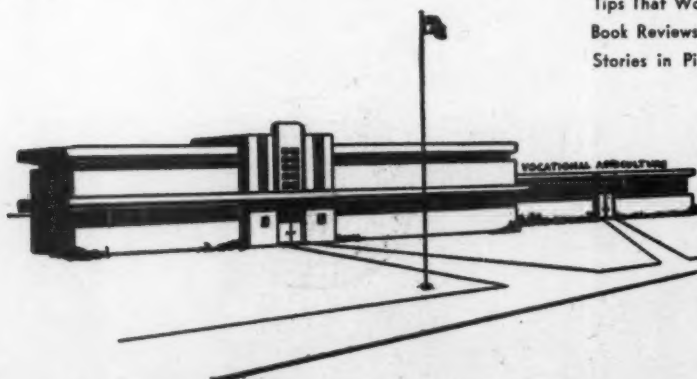
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Subscription price, \$2.00 per year, payable at the office of the Interstate Printers and Publishers, 19-27 N. Jackson St., Danville, Illinois. Foreign subscriptions, \$2.25. Single copies, 20 cents. In submitting subscriptions, designate by appropriate symbols new subscribers, renewals and changes in address. Contributions should be sent to the Special Editors or to the Editor. No advertising is accepted. Entered as second-class matter under Act of Congress, March 3, 1879, at the post office in Danville, Illinois.

Editorials

Teacher, Teacher, I Declare, What do you do in the Summer? Where?

R. E. BASS, Supervisor, Virginia

*"No price is set on the lavish summer;
June may be had by the poorest comer."¹*

As instructors of vocational agriculture what do we do in the summer time? Have you been asked this question? I have, as a teacher and as a supervisor. Why? Why do they ask this about the Vo-Ag teacher? Why not also the lawyer, the plumber, the merchant and the milkman?

I'll tell you why. It's because we're teachers. Traditionally a teacher's job ends when school is out; begins when school takes up. They've heard rumors we are on 12 months; that we're being paid the year 'round and they wonder what a teacher could be doing when school is out—and getting paid for it.

What do we say when people ask us what we do in the summer time? Oh, we tell them, "We visit supervised farming programs." They don't know what that is but it sounds all right and they don't want to appear too ignorant, so they don't ask for an explanation. We say, too, "We attend workshops for professional improvement"—that really sounds *PRO*-fessional; and we hasten to add, "The annual conference," too; then we "go to camp." What? What's that got to do with teaching, at least with teaching agriculture? And we "evaluate the department"; "reorganize the reference material"; "bring follow-up records up to date"; "make out a program of work"; "a teaching calendar" and "visit prospective students." Huh? They've got to come to school anyway, why visit 'em? And so on—"hold FFA meetings," "make farm surveys," "attend the FFA convention" and "take a vacation." TAKE A VACATION? I thought all teachers got three months vacation.

That may be a little exaggerated but you see what I mean. Many people don't understand the jargon of public educators or the terminology used by us in vocational agriculture. Recently I heard a legislator and a school administrator raise the question as to whether "Ag" teachers really did very much in the summer time. It so happens that teachers in both of their communities work hard—winter and summer—and do a good job—but WHO KNOWS IT? Who in the school or in the community, can defend the teacher of vocational agriculture on such questions.

I don't know the answer, but here is a suggestion: All of us on our staff plan our work some months in advance and give our superiors detailed itineraries every week. In the case of my boss you better be where your itinerary says you're supposed to be; and I'm glad he's that way. It's like the fellow who always referred to his wife as "my first wife"; he said it kept her on her toes. If I am on duty, I feel that it is to my advantage for someone to know where I am and why, at all times. (Continued on page 268)

¹James Russell Lowell, "June," from "The Vision of Sir Launfal."

Plan Your Summer Activities

COLA D. WATSON, Supervisor, Vermont

The close of the school term in June, for many teachers in the public school system, means the beginning of a two month period during which they will seek non-school employment to supplement their teaching income or will take a non-paid vacation. Not so for the teacher of vocational agriculture. To him it marks the start of one of the periods of time during the year which is of utmost importance in determining the effectiveness of his annual program of instruction.

The planning and work done by the teacher during the summer months can greatly influence the effectiveness of his teaching throughout the balance of the year. It is a time to get the department facilities in shape for most efficient use during the school year. Inventories are reviewed and the necessary equipment, supplies, teaching materials, references, etc. are obtained prior to their need for use.

Early in the summer the teacher will plan his visits to prospective enrollees and their parents to explain the program of vocational agriculture and the purposes of the individual farming programs as a means of providing an opportunity and an incentive to *Learn by Doing*. A complete understanding of the purposes of the farming program and the part it plays in the instructional program in vocational agriculture is basic to the development of sound, long-time farming programs with enough scope to be practical and profitable. He will also plan his on-farm instructional visits to the homes of students enrolled in the program to assist them in successfully conducting their programs. In order to use his available time in as constructive a manner as possible he must plan early in the year and carefully for his home visits. It is important that he visit all farming programs just before or at the critical periods that occur in each.

It will aid the teacher materially in using his time for this purpose most efficiently and effectively if he will prepare a Calendar of On-Farm Visits to Vo-Ag students. A form that may be used for this purpose is shown on page 268.

In setting up such a calendar of on-farm visits the teacher will consider the number of on-farm visits his schedule will allow each month of the year and will block these according to the needs of the farming programs of the enrollees, giving primary consideration to visits just prior to or at the time of critical periods, such as, time of freshening of dairy cows, housing layers, brooding chicks, or summarizing the farm records for the year.

On-farm instruction for the year can be laid out in this manner. Then as each month approaches a more definite schedule of visits for the month can be planned by filling in the dates on which the visits are planned. The same form may be used as a record of visits by circling the date on which the visit was made. Well planned instructional visits pay off in effectiveness and conservation of teacher time.

With intimate knowledge of the farming programs of enrollees, gained through frequent on-farm contact, the

(Continued on page 268)

Teacher, Teacher, I Declare - -

(Continued from page 267)

Why can't teachers sit down with their principal, and advisory council, too, if at all possible, along in April or May, and plan their summer work; at least in general. Include such items, by dates, as the annual conference, FFA convention, the camp, summer school, work conference (I don't like "workshop"), etc., and ask the principal and advisory council to assist them in planning to participate in these events. Most principals are on 12 months now and they and your advisory council have some responsibility to help you plan your summer program. After the "musts," or activities for which dates are set, list all the other things that are a part of your job and schedule them, as advised by the principal and advisory council; and by all means schedule a vacation. This is your general over-all plan for the summer. Give "working with students on their home farms" or "on-farm instruction," or whatever you call it, top priority—that's among the "musts." Then, as the weeks go by, give your principal, each Friday, a detailed itinerary for each day of the following week, including information as to how and where to reach you if you're out of the county; for example—at the annual conference.

"It isn't enough to do a good job; we must do it in such a way that people know we are doing a good job," says W. C. Dudley, Area Supervisor of Vocational Agriculture in Virginia.

Well, it may not have been such a lavish summer but I'll bet someone in the community knows what we did—at least it's written down and others in the community helped us plan it. It's up to us as teachers to work the plan. Most teachers work hard and do a good job. Many have too much to do. Some don't.

A two-teacher Vo-Ag department has an enrollment of 86 in-school boys, 16 young farmers, 36 evening class members and 70 in a farm mechanics class—208 in all. Take a 16-weeks summer and deduct one week for the annual conference, one for the FFA convention, one for camp, two for summer school, two for vacation, one for Vo-Ag work conferences, one for pre-school work conferences, and you have 7 weeks left. Now tell me how these men can make even one two-hour visit to each class member. They can't and this most important part of their summer work is not done.

We could cite other instances of teachers with only 25 or 30 in-school students each—no young or adult farmer classes—who are *not* doing on-farm instruction even with the few students they have. In either of these somewhat extremes some real down-to-earth planning, with the help of the principal and advisory council, should help.

It's time we took stock and got some local interest, advice and someone else sharing the responsibility in our work. Mr. H. W. Sanders, head, vocational education, Virginia Polytechnic Institute, says, "The net worth of a teacher of vocational agriculture may well be measured by what is done with his time

Plan Your Summer - -

(Continued from page 267)

teacher is able to develop functional teaching calendars for his classes that will contain units of instruction based on the real needs of the enrollees and the agriculture of the community. At the same time that teaching calendars are being developed, the teacher will want to review his file of lesson plans to make sure that he has functional plans for all lessons to be taught. This will involve the revision of some lesson plans and the development of others.

Individual cumulative records and follow-up records need to be reviewed to ascertain that they are complete and up to date. These must include a summary of farming program records. A uniform individual record folder has just been adopted and prepared for use in all Vo-Ag departments in Vermont to make this job easier for the teacher.

Sandwiched in between these activities will be opportunities for the teacher to strengthen his community and public relations by cooperating with other agricultural agencies in field days, tours, etc.; conferences with key farmers of the area; summer activities of the FFA Chapter; and personal growth, professionally and technically, by attending workshops and conferences.

Because the general public, and some school administrators, do not ordinarily think of teachers as having school responsibilities during the summer months, it will be of advantage to the teacher

The Cover Picture

Virginia is a State of quite diversified agriculture. The picture on our cover page portrays something of the extent of this diversity in farming and is arranged to give a general idea of the location of types of farming in relation to the outline map of the State superimposed on the picture. All pictures are farm scenes.

Beginning at the top of the composite and going from left to right the following are shown: (1) cow and calf herd, an important part of the beef type of farming; (2) dairying, a major source of farmers' income in many parts of the State; (3) orchard scene near Winchester—Virginia apples go to all parts of the world; (second row) (1) hay is an important field crop; (2) forestry helps feed industry in the State—vocational agriculture students help with reforestation; (3) poultry ranks with dairying as a major source of farm income—shown is a breeding flock for eggs for broiler production, the coming trend; (bottom row) (1) sheep on temporary pasture—sheep are giving good returns for capital invested; (2) tobacco scene in southside Virginia; (3) Virginia hams on the hoof—in the southeastern part of the State; (4) (inset) peanuts are an important commercial crop and also important in the swine feeding industry.

—Picture by Virginia Polytechnic staff members

CALENDAR OF ON-FARM VISITS

Name of Student	Grade	Farming Program	July	A	S	O	N	D	Jan.	F	M	A	M	June
John Doe	9	Prospective Enrollee	* (6)		X									
Joe Smith	10	Dairy: 2 cows 3 heifer calves		X		X	*		X		X		*	
Dick Greene	11	Poultry: 200 layers 800 chicks				*		X	X	*	X		X	*
Bill Allard	YF	Father-son partnership—Dairy farm	X 7	X	X		X	X	*	X			X	

* Critical periods in the farming program.
X Other visits as indicated by individual program needs.

and his department if he makes certain that his local school administrators are kept well informed of his work plans and accomplishments during this period of the year.

One of the "musts" of the teacher's summer program is the planning of one or two weeks of vacation so that he may completely divorce himself from his job and enjoy a period of relaxation with his family.

Sounds like a busy summer? It will be, but time spent on these activities during this period of the year will pay dividends in increased effectiveness of the teaching program and in greater teacher satisfaction in a job well done. □

during the summer months." How do we measure up in net worth to our communities? "June may be had by the poorest comer"; the use of it—June, July and August—we get these too—is up to us. □

Adult Education Bibliography Available

The Adult Education Association announces the availability of a bibliography on "Adult Education." It classifies the materials under the following headings:

- Administration and Organization
- Statistics and Financing
- Interests, Motivation and Learning Curriculum
- Teaching Methods, Devices and Handbooks
- Federal, State and Local Programs
- Library Services
- University Extension
- Evaluation
- Teacher Education
- General References
- Other Bibliographies

Copies may be obtained for ten cents each from the Division of Adult Education Service, N.E.A., 1201 16th St., N.W., Washington 6, D. C.

An important summer activity**Visit your prospective Vo-Ag students**

JOE P. BAIL, Teacher Education, West Virginia University



Joe P. Bail

THE summer work of the teacher of vocational agriculture has always been an important part of the program. Along with the many other summer activities, the farm visitations to members enrolled in All-Day, Young and Adult Farmer programs constitute

a segment of great importance in vocational agriculture. The forward looking teacher will add to this the visitation of students who will be enrolling in high school and possibly vocational agriculture in the fall term of school.

The help of students presently enrolled in vocational agriculture in securing the names and locations of students who will enter high school will lighten the job for the teacher. A list of graduates of junior high schools and grade schools will be of help. The superintendent or other school administrator will be glad to provide this information. Your high school principal may also have information that he would like for you to pass on to prospective students. This will provide an excellent opportunity to improve your relationships with your school administrators.

Explain the Program

A meeting on the farm with the student and his parents during the summer preceding his enrollment in vocational agriculture may help to answer many questions of both parties. An attempt

should be made to explain the program in vocational agriculture and to evaluate the benefits that might come to the individual if he were to take such a course.

Some of the points which should be explained are as follows:

1. Classroom teaching including farm mechanics instruction.
2. The supervised farming program including supplementary and home improvement projects.
3. The Future Farmers of America organization.
4. Selection of enterprises or projects in which the student would assume all or part of the managerial responsibility.
5. Possibilities for advancement in farming and in the FFA organization.
6. Problems or questions raised by the parents and prospective students pertaining to the overall program of the high school.

With the above purposes in mind, a worth-while farm visit should have favorable results. Much misunderstanding and delay may be prevented with correspondingly greater results with the student. Frequently the discussing of activities or goals in the FFA program may be the stimulus needed to start an excellent supervised farming program. If it is then given the proper supervision

and guidance, it should flourish and develop into an outstanding program.

Public Relations Are Improved

It may be impossible and not desirable to cover all these points on one visit or even two or three such visits. However, the important point is that the parents and student will be studying over the program and coming to some decision. An aid in this direction may be a Chapter publication put out by local members. If it contains information pertaining to activities, awards, supervised farming programs, etc., it will serve as a reference and help to keep the important points in mind.

And last but not least, a visit by the vocational agriculture teacher, whether the pupil enrolls in vocational agriculture or not, will help the student in the transition period from grade school to high school. It should help parents and students to feel that they are a part of the school program. It is good public relations for you, your principal, and your superintendent. You can be the ambassador of the school; will you accept the challenge? □



The results of planning and supervisory visits over a period of years. A good beginning has been made towards establishment in farming.



The vocational agriculture teacher and the principal talk over the points to be covered on a farm visit. The principal is also invited to go on such visits to farms and homes of school patrons. This promotes understanding necessary to cooperation in the school.



The teacher and the student talk over the program in vocational agriculture. After enrolling, continued guidance and supervision are necessary if the student is to develop to the fullest extent possible. The parents are also included in all conferences.



On-farm instruction is one of the most important of summer activities to be planned for.



There are many farm problems during the summer with which students need your help.

Summer time is planning time

There are many advantages to be gained

DUANE HENDERSON, Vo-Ag Instructor, Las Animas, Colorado

"WHAT are you doing this summer?" is the most common question in my community. Just what we actually do and how we explain it to the people asking these questions, has a very definite bearing on the status of the Vocational Agriculture Program in the community.

Effectiveness can be accomplished only by definite planning of the program. The summer program must be itemized and each section planned. The integration of these sections will involve concurrent activities in a methodical procedure.

Start with Fixed Dates

We can start by planning the calendar with dates that are previously committed. These would include the fairs, camping trips, FFA meetings, vacation plans, and various community activities. The calendar alone will do much toward directing our activities for the summer.

The first major concern of every Vocational Agriculture instructor is to get out and supervise farming programs. The feeling of being able to spend some time to supervise the programs very thoroughly is gratifying. The time involved in supervised farming visitation will pay for itself many times. Effective visitation requires planning, notification, and a businesslike procedure. Collection of samples, instructions on preparing for shows and fairs, and course planning can all be included in the visitation procedure.

Course Planning

Certainly, one week can be very productively invested in course planning for the succeeding year. A weekly outline may well be an effective method in determining the content and time allotment.

Course planning must be approached with realization that it will have to

permit flexibility. However, planning gives the instructor a clear-cut vision of the needs to be met and what will be required to accomplish the job. At first glance, it appears that this involves a great amount of additional work. Such is not the case. The merit is that it eases the tremendous load when school starts with which all Vo-Ag instructors are faced. Each hour involved in developing the weekly plan during the summer can save several hours of confusion and work through each week in the year. The sample plan shown is adapted from the plan now being taught in the Agricultural Education Department at Colorado A & M College.

Plan for a Vacation

The vacation period for the Vocational Agriculture instructor is more important

than is often realized. This is the time for him to take that "pause that refreshes." The constant burden and many activities he is involved in can be laid aside for the one or two weeks. But the over-all plan should include this important item in its relationship to other items in the summer program.

Preparation and organization of facilities are quite time-consuming. However, a week devoted to this phase of the program will reward your efforts much more than attempt-

ing to do the work in a haphazard manner. Another arrangement might be for the instructor to work such activity into his program at such slack periods as he may find or can arrange for.

Good school relationships are not only necessary but very desirable when handled properly. A sympathetic administration is nearly always one that is having or has had a pleasant and profitable experience with the Vocational Agriculture Department. The school employees enjoy the benefits derived, and appreciate the program when they are informed. Approaching the administrator with something good to say, rather than a problem or financial involvement has an extremely balancing effect and provides for mutual understanding. Don't neglect this detail in making your summer plans.

Include the FFA Program

The summer FFA program often poses problems to the advisor. What to do and how to do it! Summer is a good time to do some officer training. Formulation of plans brings cognizance of the problems by the boys in their efforts to

(Continued on page 278)

Month _____
High School _____
Year 19_____
Course _____

JOBS OR PROBLEMS	Social References, Aids, Remarks after Presentation
1st Week	
2nd Week	

(Etc.)

A Form for Course Planning

Time for professional improvement

It requires planning to fit it into your program

DICK C. RICE, Vo-Ag Instructor, New Lyme, Ohio



Dick C. Rice

ARE you the best teacher you know? If you are, my friend, I would like to correspond with you. Please note the above address. More likely you are like myself, painfully aware of certain inadequacies, real or imagined in your ability to teach, or in your grasp of the large field of subject matter with which we as agriculture teachers must cope.

More than once I have tried to organize my work so time could be set aside for study from bulletins, books, magazines and other sources of timely information. The time was well spent and the information worth while, but I began to realize that my extra reading didn't contribute very much to my ability to teach or to developing new skills needed to put across an idea. I needed help—the kind of help available at the nearest agricultural college with a department of agricultural education.

This meant giving up my summer vacation, putting up the fishing tackle and making out a check for a sizable sum to the Ohio State University. The decision wasn't easy. In fact it seemed very much simpler not to make a decision and just put it off for a while. Some what as we do with our reports, as you know. After discussing the subject with my wife, an understanding person, we decided to empty the sock and pack me off to school.

Why Do Advanced Study?

What was behind this decision? What were the reasons for going on? These two questions depend largely on the individual's particular situation. I put

these questions to a small group of teachers who now have their master's degree or who are working toward it. In every instance the primary reason for going on in school was to become a better teacher and I agree that this should be the main purpose in taking graduate work. We as vocational agriculture teachers have pledged in line four of our creed, which you find on the back of your NVATA card, to develop professionally through study, travel and exploration.

Of course there are many other benefits to be derived from graduate work, but they are a result of becoming a better teacher. Teachers who have the master's degree are usually accorded a little more respect both in the community and in the profession.

In discussing the advantages of graduate work we must consider our system of by-passing a teacher's ability to teach in determining what his salary shall be, and paying him on the basis of the number of degrees he holds. I don't care to discuss the system, but if more money is the sole motivation to acquiring higher education then it seems inevitable that soon our universities must lower their standards and become production lines. Added reimbursement plays its part, but it should be earned from a better job of teaching as a result of post-graduate work.

Survey Your Needs

What goals should a graduate student have? What is the basis for a good graduate program? We can answer these questions ourselves by being our own critics. Let's take stock of ourselves. Do we like to teach some subjects more than others? Do we steer clear of some subjects or only briefly touch on them? How many teaching aids did we use this past year? Do we have a plan of work in operation in our FFA Chapter? Can we get along with the superintendent?

How's the community program, the adult program, the public relations program, the shop program, etc.? We could go on all day. If you are honest with yourself and must answer "not so good" to some of the above questions, then you have a basis for a sound graduate program and can set up your goals accordingly.

Need for Planning

With a definite purpose in mind and a valid set of goals in mind, it is time to contact the university and seek the council of an advisor in deciding where to begin planning your program and to acquaint yourself with the rules and regulations governing graduate students at your particular university. My associates who now have the master's degree agree that planning your program as far ahead as possible will accomplish two things; (1) it saves work later, (2) it produces a program tailored as nearly as possible to the particular person involved.

Planning saves work later by allowing for required work to be taken when offered, and by providing the background necessary for conducting a successful research program to meet thesis requirements. A well planned program better suits the needs of the individual because he has time to take stock of himself and to choose those courses of study most helpful to him.

Kinds of Course Work

As a beginning graduate student at the Ohio State University last year my first question to my advisor was, "What courses shall I take?" I asked this question in a brief survey of graduate students and teachers who now have the master's degree. Most of them suggested courses in teaching aids, FFA, programs of instruction and in research. These are what are usually termed professional courses in agricultural education. They are necessary, useful and usually on the required list.

I intend to take some courses in education such as guidance, philosophy and psychology. These are also professional courses, but outside of our immediate

(Continued on page 278)



A group of Ohio teachers discuss school finance with a member of the Education Department during an annual watermelon party sponsored by the department.



Methods of transmitting new concepts and new ideas to farm people is one of the reasons for teachers doing graduate work in Agricultural Education.



Three-way conferences of student, parents and teacher provide an excellent opportunity for counseling on agricultural and educational problems.



Teachers have numerous opportunities to encourage the development of desirable social skills through wholesome recreational activities among rural youth.

This can be applied to summer-time activities

Some challenges for effective counseling

RAYMOND GARNER, Teacher Education, Michigan State University



Raymond Garner

THE teacher of vocational agriculture finds himself in a position in which it becomes rather natural for farm boys to turn to him for counsel and guidance. The character of his work is such that he constantly finds himself in close contact with his students. He visits them and their parents frequently on their farms. He works with them during the summer as well as during the school year. He is closely associated with them in activities of the Future Farmers of America. Often the teacher may have had older brothers as students or fathers in adult classes. If the teacher has the confidence and respect of his students, it is quite understandable that they will seek his help in solving their problems.

It seems to be a generally accepted principle that a teacher, in order to guide effectively, must know his students well. Do we really know our students of vocational agriculture? What are some of their special desires, attitudes, problems, hopes and aspirations? A summary of the responses of 686 students of vocational agriculture from 14 randomly selected Michigan schools supplies information which will prove helpful in developing a better understanding of these students and in indicating some of their more common needs for guidance and counseling.¹

¹Data are taken from an unpublished summary of a study, *Attitudes of Michigan Students of Vocational Agriculture Toward Guidance in the Schools*, Kenneth G. Nelson, 1953.

What Is the Student of Vocational Agriculture Like?

Farming Status: As one would expect, most of these students lived on a farm. Out of each group of ten, eight lived in the country on a farm, one lived in the country but not on a farm, while one lived in town. Among these ten, six worked on a farm operated by their parents while one worked on a farm operated by other relatives. Two worked for farmers in the community while one reported no opportunity to work on a farm.

Farming Attitudes: Students of vocational agriculture, with few exceptions, look favorably upon country living. More than nine out of every ten of them think that the country is either a good place to live or the best place to live. Only one per cent of these students felt that the country is a poor place in which to live.

Grade in School: It appears that a much higher proportion of the students of vocational agriculture are enrolled in the early grades in high school. Table I shows the percentage of students in the various grades among those who responded in this study as well as among all students in Michigan during the school year 1952-53. In gathering data no attempt was made to determine the causes for this dropping off in enrollment in vocational agriculture as students progress through high school.

Possibly this loss is no greater than would be expected as a result of the normal drop-out from high school. Still, if the results of this study are typical, it presents a problem which should concern all workers in agricultural education. Each teacher of vocational agriculture, no doubt, should cooperate with other school people in studying the local situation to determine the extent and causes of this decrease in enrollment.

TABLE I
Percentage of Students of Vocational Agriculture Enrolled in High School Grades

Grade	Per Cent of Students Responding	Per Cent of All Michigan Students*
Ninth	32	32
Tenth	27	29
Eleventh	25	22
Twelfth	16	17

*Data secured from Office of Vocational Education, Michigan Department of Public Instruction, Lansing, Michigan.

Who Should Enroll in Vocational Agriculture?

In a free public school it is important that no student be deprived of an opportunity to enroll in any course which is suited to his needs. Acceptance of this principle, however, does not mean that all students would be indiscriminately enrolled in vocational agriculture without giving careful consideration to the values that would accrue to them by their taking the work.

Prospective students and their parents should know that a program of instruction in vocational agriculture is designed to provide for the special needs of those students who are farming or who are planning to farm. They should clearly understand that instruction for high school students is directed toward helping them make a beginning and progressive advancement toward successful establishment in farming.

Students contemplating a course in vocational agriculture need guidance and counseling to help them come to an intelligent decision on whether they have available the facilities to provide realistic experiences in farming. If it becomes apparent to the student that available resources are so limited that it would prove extremely difficult for him to progress toward successful establishment in farming, then he may decide that other courses would be more useful for him. A program of guidance and counseling will save him from spending a year or more in a program of instruction which he discovers later has little or no value for him.

More and more teachers are setting aside a portion of their time to visit pros-

pective students for the purpose of acquainting them and their parents with the program of instruction in vocational agriculture. The wise teacher does not regard this contact as an opportunity to recruit the more able farm boys into his classes. Rather, this visit is looked upon as an opportunity to assist these young people in making intelligent choices in their educational planning.

Some of the Principal Personal and Social Problems of Students

A large majority of the students (86%) would like to know more about their strengths and weaknesses. In personal and social adjustment, almost two-thirds of the students wanted more help on how to get along with people, how to develop leadership, and how to handle money. Many wished they had more friends (42%), felt out of place at social affairs (28%), and wanted to get into more clubs (38%).

About half of these students turned to persons in school for help. Strangely enough, about a fourth of the students revealed that they had not had an opportunity to talk over a problem with some school staff member. A much higher proportion of freshmen than seniors reported inadequate counseling opportunities with staff people.

When the students went to a school person to discuss a problem about a third of them turned to the teacher of vocational agriculture. About a fifth of the students included in the study indicated that they usually went to the superintendent or principal to talk over a problem. Twelve per cent reported that they went to other staff personnel for help. One out of four turned to another student in school when they wished to talk over a problem.

When students sought help on a problem outside school, half of them indicated that they usually turned to their fathers for help. About a fourth of the students revealed that they went to their mothers for assistance with problems.

Responsibility the Teacher Should Assume

The wise teacher quickly comes to recognize that there are definite limitations on the scope of his counseling in the areas of personal and social adjustment. Important as it is for the individual to have assistance in working out a satisfactory solution to problems of this nature, it becomes apparent that some problems are so deep seated that they require the attention of a specialist. Often the teacher can render an important service by making referrals to those who are prepared to give special help.

Yet, in his day-to-day relationships with students, undoubtedly, there are some problems of personal and social adjustment for which the teacher can offer considerable assistance. Occasionally, a student appears in the classroom who seeks to compensate for a feeling of inadequacy by seizing upon opportunities to gain attention through such devices as boisterous or small talk, show-off antics or discourteous and rude behavior. Still another type who may be present is the person whose feeling of

inadequacy is expressed through timidity and the individual may be referred to as the very quiet or retiring student.

With either of these individuals there is a danger of concentrating attention on symptoms rather than on causes, so rather than attempting to understand why the person responds as he does, one may censure or chide him for his actions. It is questionable whether anything is gained from "putting the smart aleck in his place" or admonishing the retiring individual to "talk up." Probably a more constructive approach is to try to eliminate these feelings of inadequacy by creating situations that will bring about more satisfying adjustments through more wholesome expressions. The program of activities in the Future Farmers of America, the student farming program, the shop and the classroom offer unlimited opportunities for the resourceful teacher to guide students into learning experiences which will allow them to gain recognition and status among their associates.

In some instances a student's feeling of insecurity can be traced to a deficiency in some of the common social skills. When training is provided to help students acquire necessary social skills, many problems are greatly alleviated or largely disappear. Frequently, teachers of vocational agriculture have worked through the organization of Future Farmers of America to teach proper table manners or how to make introductions in preparation for an event such as an FFA parent-son banquet. When the student has objectionable mannerisms that can be eliminated and which he may not know about, the teacher might want to use a direct approach to help him overcome certain undesirable habits. Obviously, this approach needs to be handled judiciously and it should be used only when one is convinced that the student recognizes a sincere desire to help him.

How the Student Feels Toward His School and Teachers

On the whole, students of vocational agriculture appear to think rather highly of their schools and teachers. More than half of the students who responded thought that their teachers understood them and paid attention to student needs. A majority felt that teachers usually treated them fairly and that the school staff was friendly.

In the area of educational planning students revealed that they had a part in deciding what courses to take and received help from the school in course elections. Furthermore, most students indicated that their schools offered courses which they needed and that they liked most of their school subjects. A majority felt that much of their school work was going to help them in later life. A large majority reported that vocational agriculture was either the best course in school or better than most courses. Most students reacted favorably to their teachers of vocational agriculture.

Some Ways of Working with Students

Below are some of the activities which the writer has observed as more com-

monly used by teachers of vocational agriculture in helping students with educational problems. This list is not an exhaustive one. Obviously, all of the activities are not the exclusive concern of the teacher of vocational agriculture. In some schools it may seem best to pool the efforts of several teachers and to share responsibilities in carrying out these activities.

1. During farm visits to homes of students who are about to enter high school, acquaint them and their parents with the program of instruction in the school. If it is in keeping with school policy, advise with students on subjects in which they might enroll.

2. Assist new students to become acquainted with their classmates.

3. Acquaint students with the use of the school, departmental, and public libraries. Instruct students in techniques for locating information through the use of an index. Familiarize students with recommended procedures in the use of bulletins, magazines and bulletin boards.

4. Acquaint students with the proper use of instructional aids such as notebooks, project record books and classroom and shop equipment.

5. Acquaint students with the organization of Future Farmers of America and help them to develop the skills and abilities which will allow them to become effective FFA members.

6. Encourage the development of broad comprehensive programs of supervised farming by each student and help students to become aware of the importance of good farming programs in a strong program of instruction in vocational agriculture.

7. Assist students to develop effective study habits and to take meaningful notes.

8. When the need is apparent help students to develop improved abilities in reading, writing, spelling and arithmetic.

9. Look for evidences of defects in vision, hearing and other physical disabilities which might need medical attention. Encourage students with physical handicaps to seek assistance.

10. Counsel with school dropouts. Determine their reasons for leaving. Encourage these students to return to school, but if that proves impossible try to stimulate them to continue their education through a young-farmer class or by other means suited to the needs of the individual.

Post High School Plans

More than half of these students (56%) would like to enter farming when they finished high school. Less than half (45%) expected to make farming a life work but others (19%) planned to farm after they secured a job away from farming for a time. An additional number (9%) expected to get a job off the farm but would try to farm part time. Still others (27%) were not sure how they felt about farming as a life work. However, in spite of their

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Take stock of your achievements

This applies especially to summer activities

DAVID SKOLNICK, Vo-Ag Instructor, Agawam, Massachusetts



David Skolnick

SINCE we have received inquiries about our program of work and the publicity resulting therefrom from four or five states and even the Liberian republic at Monrovia, this pet project of our FFA Chapter may well be worth the attention of other teachers.

Everyone asks "How do you get so much information about the Agawam Chapter activities into the newspapers, radio and television?" The answer is really simple. After all—it is work! One cannot write interesting stories about mythical accomplishments. One has to have a definite work program, properly executed, with results also properly checked. With this in mind, the next logical step is to place it in mediums where it will receive public notice.

People Want to Know

People, as a whole, love to read accomplishments and activities of boys, especially worth-while ones. The papers every day carry horrible stories of how our youth are misbehaving. So any constructive news is refreshing and wholesome. Basically the information submitted to the public relations specialists should be brief, simple, to the point, and be factual.

Some challenges - -

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professed interest in farming, three-fourths of them would like to know more about their vocational interests.

Assistance Needed

It seems reasonable to expect that all students who enroll in vocational agriculture have given serious thought to becoming established in farming or in some occupation closely related to farming. Students who do not intend to work in the field of agriculture, undoubtedly, would find it to their advantage to enroll in general agriculture or some other course. Properly, instruction in vocational agriculture is slanted toward the development of abilities, skills and understandings which are essential for successful establishment in farming.

The instructional activities which are listed below are designed to meet the needs of those students who intend to make farming or some closely related occupation their life work. It would be unrealistic to expect students who have no prospect of becoming workers in the

This past year Agawam used many facets in the field of publicity and promotion. Some of these are as follows: The Greater Springfield, Massachusetts, Red Feather Service has an annual parade, kicking off its fund raising campaign. This year we were invited to participate in it. It was an impressive sight to the city people to see youngsters driving and handling man-sized equipment as if they were baby carriages. The real thrill came from the two lead tractors. They had a canvas sign between them with two poles on the tractors to hold the canvas sign in place. Not once did the sign tear from being too taut and not once was it so floppy that the sign could not be read by the people watching the parade.

We were also on radio and television describing our various activities. We were in charge of getting contributions for the polio fund. We started the campaign by putting \$15 out of our own pockets into the containers and then we went out and asked other people to match our individual contribution. The drive was a success.

Let Boys Tell the Story

Another form of publicity and promotion this past year was the fact that we took ten of our boys—including freshmen, sophomores, juniors, and seniors—to speak to the Massachusetts Association of Agricultural Teachers and Leaders at its annual convention at the University of Massachusetts. Each boy spoke on a phase of the program of work as it is set up in the Agawam Chapter.

field of agriculture to engage in these activities, yet they seem highly essential, particularly for those who have selected farming as a vocation.

1. Introduce students to the purpose of supervised farming. Show its importance in providing practical learning experiences and in making progressive steps toward successful establishment in farming.
2. Acquaint parents with the aims of supervised farming through farm visits, parent meetings and publicity. Develop with them an understanding of their role in the education of their sons in farming.
3. Working with the student and his parents, guide him to set up a long-range plan for progressive establishment in farming.
4. Provide systematic instruction to make students aware of opportunities in fields closely related to agriculture in the event that they should decide later not to farm.
5. As the student develops his farming program, guide him to become aware of problems whose solution is essential if

Needless to say, the other agricultural leaders and FFA advisors were impressed to such a degree that at the end of the program everyone arose and loudly applauded the boys generously for their time and inspiration.

The boys visited the Springfield College Graduate School of Education and spoke to the future teachers on the relationship between the school and the community. This, too, was a feeling of helpfulness hard to define. The boys spoke to the Lions Club in Agawam of their activities. The boys contributed money out of their own pockets to send two Korean boys to school for one year.

A Variety of Activities

The boys attend the state and national conventions yearly. At the Massachusetts State FFA Leadership Training School this past year, held in Templeton, Massachusetts, the Agawam Chapter members had a panel describing their activities to the delegates from the other Chapters in the state. Our leadership in state activities is well-known. For three out of five years we have won the state championship in safety. For the past four consecutive years we have won the gold and silver plaque from the Wisconsin Alumni Foundation for outstanding service in clearing the community of rats and mice. We were New England Champions in livestock conservation last year. Two of our members were vice-president and reporter of the State Association. This year two members of our local Chapter are state president and state secretary.

The real key is "action." That is the basic factor in any successful program of publicity and promotion in regard to newspaper, television, radio, etc., and will take care of itself because people find these things out and come to you and will ask you for such information. □

he is to be able to develop maximum proficiency in farming.

6. Guide students to find satisfactory solutions to their problems and follow up with individual instruction to assist them in putting the solutions into action.
7. Encourage students to build upon their high school program of supervised farming through such devices as:
 - a. Investing earnings from supervised farming in additional farm capital.
 - b. Enlarging student farm inventories.
 - c. Renting additional land.
 - d. Using credit to secure additional livestock and machinery.
 - e. Developing father-son partnerships.
 - f. Assisting students to locate suitable land to purchase.
8. Follow up students after full establishment of farming.
9. Guide students with interests in occupations related to farming in securing necessary training and satisfactory placement in a related occupation. □

The workshop — a tool for professional improvement

They are economical of teachers' time

GEORGE L. LUSTER, Teacher Education, Kentucky



George L. Luster

TEACHERS of agriculture are busy people. Because they are busy and since constant demands are made upon their time, teachers who wish to improve themselves must select the activities that will result in greatest improvement for the time the activity requires.

Many teachers believe that the most practical in-service help available to them is the workshop.

Workshops vary in length. Those of a technical nature are usually not more than a week long. Often they are one- or two-day meetings, as were the two types of workshops conducted in Kentucky the past summer. When workshops are one or two days in length, the teachers can arrange their work so that the meeting will not seriously interfere with their supervising the farming programs of their students and other summer activities.

Since the writer was more directly associated with the one-day workshops in soils than with the two-day workshops, observations will be limited to the soils meetings.

The Soils Workshops

Nine workshops, one in each supervisory district in the State, were planned and conducted through the cooperative effort of personnel from the College of Agriculture, Soil Conservation Service, Extension Service, and Agricultural Education. The request for these soils workshops was made by the high-school planning committee of the Kentucky Vocational Agriculture Teachers' Association.

One person from each of the four

services named had a part on the program, which dealt with the physical properties of soils. Local personnel, including area soil scientists, county agricultural agents, supervisors in agricultural education, and teachers of agriculture made the necessary arrangements for each district meeting. Since demonstrations and practice in soil judging were a part of the workshop, a farm was selected and soil judging pits were dug in preparation for each meeting. As a part of the program, each teacher made a miniature soil monolith (profile). The local soil scientist located a convenient place, usually a new road bank, where teachers could get miniature monoliths from a typical four-foot profile and where the working space was adequate for the group.

Features of Workshops

In the opinion of the writer, workshops in technical agriculture should include these features: (1) technical instruction and demonstrations by specialists in some phase of agriculture in which teachers request help, (2) an explanation of how the technical instruction and demonstrations can be used in teaching vocational agriculture, (3) activity by those attending the workshop (in the soils workshops the teachers took part in discussions, judged soil, and learned the techniques of making miniature soil monoliths by making a monolith), (4) adequate provision for questions and comments by teachers, and

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Persons assisting with the soils workshop at Murray, which was conducted on the farm at Murray State College. Left to right—A. Carman, Murray State College; George Corder, Field Agent in Agronomy; W. W. Carpenter, State Soil Scientist; Dan Amos, Area Soil Scientist; George Luster, Agricultural Education; Lyle Leonard, Field Agent in Soil Conservation; Bobbie Grogan, District Supervisor in Agricultural Education.



Willard Carpenter, State Soil Scientist, discussing soil texture as a feature of soil judging with teachers of vocational agriculture.



James Owensby, teacher of agriculture in Barren County, and Jeff Callahan, teacher of agriculture in Hart County, transferring a block of soil from the soil cutter to the tray. When completed, the foot of soil in the tray represents a typical soil profile to a depth of four feet.



Teachers of agriculture making miniature soil monoliths. The white substance in the bottom of the trays is glue, which holds the blocks of soil in place. The monoliths are treated with a plastic solution, when dry, to maintain the true soil color and to make the surface of the soil durable and resistant to cracking and crumbling.

An example of needed Vo-Ag instruction which also has guidance values

Discovering "my community"

S. C. MAYO, Dept. of Rural Sociology, North Carolina State Coll.

"LEAVING the Nest" is an expression that is probably understood by all farm boys. Most of us know that this is a sign of maturity—it means the assumption of individual responsibility and, at the same time, it represents status of an individual in a group.

The thesis of this short paper is that the boy enrolled in vocational agriculture must also "leave the nest" but he needs some guidance in understanding that new world into which he is thrust. *That new world is his own community.* His "nest" in this case is his own farm and his immediate classmates.

In many instances it is assumed that he should understand the agricultural situation of the world before he understands the agricultural situation in his own community. Let's help the boy understand the first world that he encounters after leaving the nest—let's help him discover "my community."

If the vocational agriculture teacher is to help the student understand his own community, he must have specific information about that community. And, this is one of the major problems: Where is he going to get the necessary information with which to work with the boy? (As an aside, the same question might be raised in another context: Where is the vocational agriculture teacher going to obtain the necessary information on which to build a program for a specific community?)

An Example

Let us take a very simple problem and see how this works out. Suppose the teacher is trying to get his boys to understand the changes that are taking place and the meaning of those changes with respect to crop yields in the com-

munity. Three questions will need to be answered.

(a) What changes have occurred in the yield of oats during the last five years? (b) Why did such changes occur? (Or why did no change occur?) (c) What differentials are related to these changes or failure to change? *Where are the boys and the teacher going to obtain the information in order to answer these questions?*

In the first place, the usual sources of secondary information are going to be of little value in such a community study. (Perhaps this too is an important understanding that the students should gain.) The published materials in the regular *Census of Agriculture* are not organized on either a school district or community basis. And, they are not arranged on a township basis. Of course such data are available for state economic areas and for counties.

It should be pointed up immediately that in North Carolina as well as in a good many other states, school-community boundaries do not correspond to township boundaries; and many communities do not coincide with county boundaries. In some states, for example North Carolina, data on acreages and yields are obtained by the Department of Agriculture from farmers at the time of tax listing. These data are arranged for certain purposes on a township basis, but township and school-community boundaries do not correspond as was pointed out above. The same or a very similar situation exists with respect to



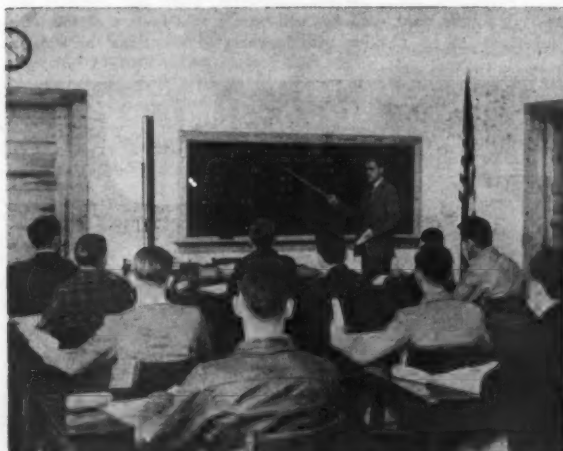
the data available in the ASC county offices.

The foregoing statements clearly point up the inadequacies of existing secondary sources of data for the teacher of vocational agriculture in his attempts to help his students understand the trend in the yield of oats in a specific community.

Data at Hand May Be Inadequate

First, the teacher and his students may turn to two or three other sources of information within the school itself. The group may attempt to build a composite picture of trends in yields from the records of the supervised farming programs of the students—both present and past. For purposes under consideration, this approach is not likely to be very fruitful. The reasons for this are fairly obvious. All the students will not have or have had this particular production item in their program; and, even if the total home situation is used, the younger farmers and the older farmers will not be included.

Secondly, the group may turn to the records of the adults who are "enrolled" in some form of organized instructional programs. This adult group may include young farmers, adult farmers, and veter-



The skillful teacher can involve his Vo-Ag students in the type of research suggested here. But first, the boy needs to understand his own situation and that of his fellow students.

All photos supplied by J. K. Coggin



Preplanning is always necessary in research. Here Forest H. Lowe (center) a student-teacher is planning for a research project with his students. He is being assisted by the author (right), C. C. Scarborough (standing), and M. O. Phillips the supervising teacher.



Data must be obtained from the farmer, and the Vo-Ag boy needs to be helped over some of the hurdles of interviewing adults in his community. A good place to start is with the home farm. Here Forest H. Lowe (center) is obtaining information from Randall E. Turlington, father, while son and student, Johnny, gains confidence and experience.

ans. Certain selectivity factors, both known and unknown, are very likely operating in such a way that these records will not indicate a true picture of the changes which have taken place in the community. All the records in the vocational agriculture department combined may very well indicate the direction of change in oat yields without showing a clear indication of the amount of change in yields for that community.

Finally, the group may rely on the judgment of the teacher—judgments that have been built up on the basis of personal but usually unsystematic observations. This procedure may or may not give an accurate picture of change; but in any case these opinions have not been verified and verified data are needed for adequate understanding. Some recent examples clearly indicate the dangers of using such "information" for program planning within a school community.

If the teacher of vocational agriculture is to help his students understand recent changes in the yield of oats in *this community*, the discussion above points up clearly that additional procedures will have to be developed for obtaining the necessary basic data on which the understanding will be based. It might not be out of place to state that determining changes in yields may be a very simple problem as compared with many other types of information that will be needed by the group in their study of the community.

Involve the Student

Now, it seems clear that the teacher can develop simple research tools and procedures which will involve the teacher, the students and the community in obtaining the data, analyzing the data and interpreting the data. *The contention here is that the students must be*

involved in all phases of the research if they are to obtain the types of understandings visualized as necessary for helping them discover their own community.

Several tools and procedures are suggested in the following discussion but it does not appear to be necessary to develop these in detail. It should be emphasized that regardless of the approach or combination of approaches employed, the vocational agriculture students must be involved from the beginning. Also, it must be remembered that the ultimate aim is to help the vocational agriculture students discover their own community and they must discover it for themselves.

One procedure that might be used is the general survey of all farm operators. (This would include the oat yield problem discussed previously but it might include questions relating to other changes in which the group is interested.) This procedure might necessitate a personal interview with the farm operators; or, a mail questionnaire with personal follow-ups might be the techniques employed. In any case, the students would be involved in deciding on the questions to be asked, the techniques to be used for getting the data, etc.

Another procedure that might be used is the sample survey of farm operators. This might necessitate some assistance from persons with technical competence in sampling methods. Such assistance, however, may be obtained usually from State Colleges of Agriculture, Universities, Colleges, and perhaps from private research organizations. Once the sampling procedures have been decided upon, the specific techniques used for getting the data might be the personal interview, or a mail questionnaire, or a schedule could be left with the sample operators and later completed and picked up by the boys. Here again, the vocational agriculture students would be directly involved from the beginning.

Still another procedure, or really a variation of the above, that might be used would involve a sample of farm operators that could be used over a period of several years. In this procedure, the sample farm operators would agree to furnish the necessary data for past years and also for a period of 3-5 years in the future. Again the techniques for actually getting the data would be the same or some variation of those outlined above.

Other methods and procedures may readily suggest themselves but the important points are to (a) get reliable information and (b) involve the students from the beginning.

Using the Data

Once the data are at hand, the students with some supervision by the teacher, can tabulate the results, make simple tables, prepare attractive graphs, and otherwise run simple analyses of the data.

At this point the fun should really begin for the student. He will begin immediately to raise some thoughtful questions. How do I stand with reference to

my community? How does my community compare with the county, state and nation? Complementary to such questions are all the other questions relating to the "why?" of the situation.

Even this abbreviated discussion may leave the impression that this is a long way around in order to answer the question of what changes have occurred in the yield of oats in this community. And, perhaps it is but, both fortunately and unfortunately, direct community research is the only way around and will remain the only way around as long as our secondary source materials are arranged in the way they are at the moment.

On the other hand, helping the vocational agriculture boy understand his own community is not necessarily an easy task albeit a very rewarding assignment for the teacher.

Such Understanding Is Necessary

Such an understanding of the community appears to offer one solution to bridging the gap between adolescence and responsible citizenship. The period between leaving high school and approximately thirty years of age is fraught with many stresses and strains for rural boys and girls; and this is especially true for those who remain in their own community.

This is the period in which the young man participates least in the organized activities of his community. Numerous studies from all over the country have shown this to be the case. The contentions here are very simple: the knowledge gained in this manner will give the boy a greater immediate interest in his community and the knowledge will give him a higher status among adults so that he will be asked to participate as an equal in the organization and decision making of his community.

Finally, it appears that gaining such understandings is in keeping with the stated educational objectives in vocational agriculture. According to a recent statement, two of these educational objectives are: (1) to maintain a favorable environment and (2) to participate in rural leadership activities. With respect to the former objective, the following statement is made: "The contributory objectives essential to the attainment of this major objective may include effective ability to:

1. Analyze local situations.
2. Evaluate economic resources of a community.
3. Evaluate human resources of a community.
4. Analyze the general objectives of a community program.
5. Influence trends in a community.*

One wonders if the rural boy or young man can take a realistic stand, as he may be expected to do, on such important agricultural issues as acreage control, price supports, marketing quotas, soil bank, tariff, etc., etc., until he under-

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*Educational Objectives in Vocational Agriculture, U. S. Department of Health, Education, and Welfare, Office of Education, Vocational Division, Monograph No. 21, Revised 1955, p. 11.

The teacher's role in effectively - -

Using FFA contests for promoting learning

GERALD B. JAMES, Teacher Education, North Carolina State College



Gerald B. James

THE objectives of FFA are the same as, or are incorporated within the statement of purposes and objectives of vocational agriculture. Both are founded upon educational premises — education of the individual — developing his ability to . . .

(1) farm more proficiently and advance toward establishment in farming, and (2) become an effective citizen and work effectively with his fellowmen in his society—family, neighborhood, community, state, and nation.

It is the duty and responsibility of the teacher of vocational agriculture as advisor to the FFA to provide guidance to the Chapter and to individuals in their progress toward the stated objectives. The teacher should possess sufficient understanding, knowledge, and skills of the teaching-learning process to provide guidance in an effective way. Desirable learning does not occur unless there is intent or purpose on the part of the student to learn. The student must see a need to learn before he is motivated to learn.

Extrinsic Motivation

The major objectives of vocational agriculture and of the FFA may be too broad, vague, or too distant to the stu-

dent to be meaningful. Thus, the teacher should provide guidance to the group and to individuals in "cutting" the big objectives into smaller and more meaningful sub-objectives and goals which are meaningful to the learner—which are "digestible" to the learner. Sometimes teachers are not successful even in doing this, yet they know that both society and vocational effectiveness demand certain attitudes, skills, understandings, and abilities. If the teacher fails to get students to accept the over-all objectives and to set smaller goals, he may utilize *extrinsic* motivation in securing initial interests, with the hope that appreciation and acceptance of the major objectives will develop as progress is made. FFA contests may serve this purpose. Studies of high school boys, college students, and adults reveal that often contestants have as their immediate objective the reward, ribbon, prize, trip or banner, rather than the development of the attitude, skill, understanding or ability.

Educators differ widely in their views as to the value of extrinsic motivational techniques. Yet, such techniques have been widely used and have to a degree gained acceptance in the educational processes in the public schools.

Many FFA contests are examples of interest arousers or motivational techniques. The extent to which they can be justified from an educational point of view is debatable. However, many contests do provide the basis for much learning, regardless of the original intent or purpose; that is, contests may lead students to want to learn even

though it is for a different purpose from what the teacher has in mind.

Go Beyond Initial Motivation

The teacher of vocational agriculture has a responsibility not only to guide students in learning to solve problems they recognize, but he also has a responsibility to help them recognize other problems of which they are not aware. Getting students to recognize the broader long-time objectives is similar. Thus, perhaps the teacher's procedure could follow the following priority order:

First, attempt to get the students to recognize and accept the broader objectives of vocational agriculture. (If he fails here, he could try the second alternative.)

Second, attempt to get the students to recognize the need for and to establish goals toward which to work—goals in the area of needed attitudes, skills, understandings, and abilities. (If he fails here, he could try the third alternative.)

Third, hold to his concept of the need for objectives and goals as stated in the first and second alternatives, and establish some *extrinsic* motivation which will lead the students toward the development of the desired attitudes, skills, understandings and abilities, despite the fact that the students have not established or accepted the same major objectives and/or goals. FFA contests often supply the *extrinsic* motivation.

In the third alternative, the teacher should continually use all available "know-how" to get the students to establish, set or accept *intrinsic* objectives or goals or gradually substitute them for the initial *extrinsic* motivation. This can be done even after the contest is completed—in an evaluative discussion of the values and benefits of participation. □

Summer Time is - -

(Continued from page 270)

develop a smooth self-operating Chapter. It appears that monthly meetings (excluding the camping trips) with recreation and planning as the Chapter theme have many definite advantageous results.

Community activities often intensify during certain portions of the summer. This is our big opportunity for public relations. We have the contacts that are seldom available at other times of the year. These activities are probably the only times that the person who asks "What are you going to do this summer?" will see you in action.

The calendar must be set up with the following items in mind: State Leadership Convention, Annual conference, summer school, supervised farming, course planning, summer FFA program, county fairs, community activities, conditioning and preparation of department facilities, collection of samples, public relations, and vacation. With this list before him, the Vocational Agriculture teacher can make a day by day plan that can be placed before the administrator and definite results can be shown at the termination. □

Time for Professional - -

(Continued from page 271)

field. They help in advising a farm boy and answering his questions. They add to our understanding of the problems of the boys with whom we work.

I have completed two courses, one in school finance and one in school law. Both of these courses were designed for school administrators, but I enjoyed them and learned a little bit about how the other half lives. These are the types of courses that help us widen the little crack through which we view the field of education.

One teacher in my short survey advised me to minor in some other field of agriculture such as insurance for a possible chance for advancement. This seems logical and should be considered in planning the graduate program. Research is a good way to learn. Plan to take two or three special problems in your program of study.

It is both satisfying and worth while to continue into graduate work. If you are not the best teacher you know how to do something about it. □

Discovering My - -

(Continued from page 277)

stands the agricultural life and labor of his own community. We sometimes appear to make the educational assumption that this knowledge comes automatically through some mysterious process! *Let's be more realistic and help the boy in vocational agriculture "leave the nest" and really discover the most fascinating of all new worlds—"my own community."* □

The Workshop - -

(Continued from page 275)

(5) a subject sufficiently limited in scope to permit a thorough job to be done in the time provided.

Workshops seem to be effective in providing in-service help for teachers of agriculture. These meetings aid teachers in keeping up-to-date in selected phases of agriculture without being away from their work for long periods during their crowded summer schedule. Workshops in technical agriculture should have a place in the program of agricultural education. □

Can you use some good advice on - - -

Preparing FFA booth exhibits

HERBERT WRIGHT, Vo-Ag Instructor, New Brunswick, N. J.

Ideas are the essence of the problems involved in preparing FFA booth exhibits.

The first big problem is to get an idea for the subject of an exhibit which will be a smash hit with the boys who have to put it together, with the judges, and with the viewing public. This is a big order. To narrow it down somewhat, the topic must, first, lend itself in design and construction to the special talents among the FFA members; second, the idea must be able to fulfill as many of the requisites on the judges score card as possible; and last, be a subject with impact for the viewers. Such impact can be had in exhibits with human interest, vital importance, and intense local interest. Every idea and decision regarding the exhibit should be weighed in the light of the judges score card which in itself has been designed as a well considered guide to better exhibits. The talents of members may incline in such varied directions as an intense interest in conservation, safety, or some special farm enterprise. Perhaps it may also be a special skill such as carpentry, model construction, "gadgeteering," novel electrical applications, drafting or cartooning. But in any event make that first big idea for the exhibit topic one, which will let these often-latent skills and interests flourish.

Presenting the Idea

Having gotten over the first hurdle, the big idea, the next step is to rally around it ideas of how to most forcefully present the theme idea. Many people have been at this business of putting ideas across for a long time and make their bread and butter at it, so don't try to be so original that you deliberately ignore the proven techniques and gimmicks. Have the boys primed to watch for good ideas from any source they can find. The idea in the Archibald Chapter exhibit, "Turkeys

—FFA Project to Consumer" was such a "steal" from a more elaborate exhibit of the Minutemen Turkey Growers Association at the Eastern States Exposition a few years ago. It shows stages of turkey production from hatching eggs to summer barbecuing of turkeys. For forceful presentation we have found the following to be effective when we have adapted them to use:

- a. three dimension illustrations
- b. animation
- c. animals, e.g., chicks, eggs hatching and live turkeys
- d. public participation, e.g., electrical contact response to quiz
- e. symbols
- f. minimum of printed matter
- g. professional polish in workmanship on exhibit
- h. plenty of effective lighting
- i. happy color schemes
- j. novel materials with special textures or finishes

Use Pupil Abilities

When you start to draw out the ideas and special skills of FFA members to get them organized as a committee for handling the job, it is gratifying to see their enthusiasm and amazing to see the quality of each member's contribution to the final exhibit. In getting exhibits together for several years some boys have shown superior abilities in the organization and layout of the exhibit, mechanical applications, electrical and lighting innovations, lettering skill, model construction, and adaptations of farm equipment to the dimensions of an exhibit. One boy improvised a small glass-topped hatchery tray with thermostatically controlled heat, ventilation, lighting, and angled mirror for better viewing of poults hatched satisfactorily every day of the four-day fair.

To get things going the committee usually meets three or four weeks before the exhibit has to be set up in or-

der to get down to cases. After perhaps a year of considering theme ideas and their possibilities, with plenty of black-board sketches and weighing various counter proposals the entire exhibit evolves. These meetings to get the exhibit pulled together have been most successfully held in the summer evenings with a schedule of two per week on days best suited to the committee membership. The boys, by midsummer, like to see the old school and hear what the other fellows are doing. So the job of building the exhibit is quite sociable.

Before summer adjournment, the Chapter has approved entering an exhibit and set a maximum budget for use by the committee in constructing the exhibit. Salvage of exhibit parts, use of standard Vo-Ag shop supplies, and borrowed items have kept the costs from being excessive for prize winning exhibits.

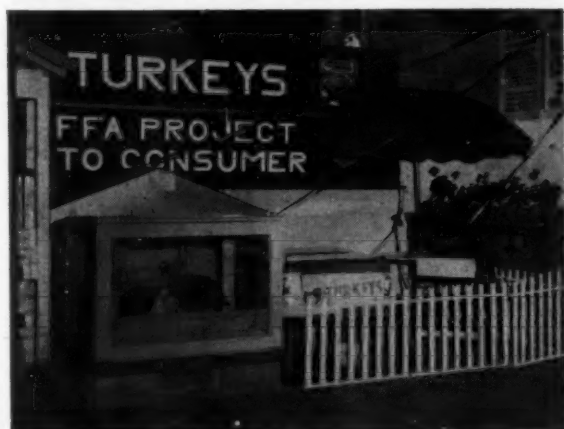
An Example

"Modern Farmers Are Weigh Ahead Through Improved Management, Culture, Marketing, Mechanization, Science, and Breeding," was the Archibald Chapters' 1955 entry in the Middlesex County Fair FFA booth competition.

The main idea came to light in a U.S.D.A. Agriculture Information bulletin, #138 of March 1955, "More and Better Foods from Today's Paycheck." It seemed a vital statistic to compare the farm workers productiveness of 1924 with 1954. It seemed a natural to set these statistics up in balances with silhouettes, but to use the word "balance" in a catchy title seemed impossible till one of the committee hit upon "Weigh" and we had our big idea.

Other ideas came tumbling along, such as reflective aluminum foil back of title and balances, balances which were drug store prescription counter displays, and lights arranged to silhouette the balances and main title. To make this possible, letters were glued to projecting nail heads. Another suggestion was to glue florists letters on Bon-Ami frosted glass spelling out the reasons modern farmers are so far ahead. The electrical enthusiast on the committee worked out controlled reflected lighting to light these up in rotation through an im-

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The Archibald Chapter exhibit in 1955 at the Middlesex County, New Jersey, Fair. Note how the central theme is depicted.



This exhibit was based on a "borrowed" idea. The live turkeys helped to attract attention as a focus for the various ideas.

Test this on your summer field trips

Field trips can be effective teaching aids

GUY E. TIMMONS, Teacher Education, Michigan State University



Guy E. Timmons

THE field trip as a teaching aid in the teaching of vocational agriculture can be as beneficial as rain to a growing crop. As we well know, rain to growing crops is a "must." In excess, at inopportune times, or not properly prepared for, rain can also be the great crop destroyer. So too, with the field trip as a teaching aid in the teaching of vocational agriculture. Effective field trips should be a "must" in the teaching of vocational agriculture.

What It Is

The field trip is a teaching technique of long standing. Perhaps it is one of the original teaching aids. It is, or should be, a well planned, well organized activity in which the classroom is expanded and transferred to a field, a barn, or other locale where students may obtain first-hand contact and observation with the subject being studied.

What It Can Do

Student learning can be greatly accelerated through the field trip medium. The field trip is an excellent device to introduce, review, clarify and give functional meaning to a subject. It is a means of linking the classroom theory to reality; an opportunity to show theory and practice in its true relationship. Attitudes are quite easily influenced through field trips. Increased observations afforded through field trips can add materially to student information. Field trips can open new agricultural horizons; they can lend variety to good teaching technique.

Effective Field Trip Essentials

Every effective field trip is made up of three essential ingredients or phases. These phases may be broadly classified as:

1. Preparation for the trip
2. Actual performance of the field trip
3. Follow-up of the field trip

Let's examine each of these broad phases a little more in detail.

The effective field trip involves learning and must be based upon sound educational objectives. There must be sound and just reason for the field trip. The field trip cannot be a "spur of the moment" activity, but a well planned, integrated, and purposive activity. A number of logical questions together with satisfactory answers must be agreed upon cooperatively by both teacher and pupils prior to the activity. A few such questions might be, (1) Do we recognize the need? (2) Can the desired results be obtained through the use of other teaching aids? (3) Does the proposed time of the trip fit into seasonal subject coverages? (4) Will the proposed time interfere with community or school activities? These and allied problems must be carefully considered and satisfactory solutions agreed upon as a part of the planning process. It is highly important that students be directly involved in any and all planning and conducting of a field trip. Such student involvement leads to increased understanding and responsibility on the part of students. Students are thus better prepared to exercise judgment and deportment responsibilities in a more democratic and acceptable manner. It is sound procedure to analyze cooperatively all elements of the field trip through group process, permitting students to elect certain areas of responsibility. Each student should have specific responsibilities and then be held accountable for these responsibilities, before, during, and after the field trip has been accomplished.

Good preparation will include such activities as:

1. How to reach your destination without loss of time or inconvenience to students.
2. Arrangement, well in advance, for suitable transportation.
3. Making provisions for an alternate plan of procedure in the event of unforeseen last minute complications, inclement weather, or the like.
4. Plan for observations or activities en route to destination to keep students gainfully employed.
5. Determine in advance, ways and means of maintaining high student interest.
6. Avoid crowding too much into any one trip; specifics tend to become muddled if too much is included.
7. Be certain to involve each member of the group in discussion, and better still, in constructive activity, as much as possible during the trip.
8. Attempt to point out something specific to each member of the group. This might be in reference to something in connection with activity closely related to the student's own farming program.

In addition to such preparatory activities, students should have a thorough understanding of such items as:

1. Where they are going.
2. What they are going to see.
3. How long they will be there.
4. What part the field trip and its outgrowth plays in their total educational program and particularly the unit at hand.
5. Dressing for the occasion—enough and the proper clothing for weather conditions and the job to be done.
6. Rules of conduct and the reason for such standards.
7. Respect of property and rules of the management.
8. Proper exercise of all safety signs and precautions.

Actual Performance of the Field Trip

The actual conducting of the field trip is a simple matter if adequate planning



Applied "Learning By Doing." Each student is an expert in "Learning-Doing" his job in laying out a Drainage system.



Reforestation Project—Learning in action. Each student elects a responsibility and carries it through to successful completion.

has gone into the preparation for the event. The teacher and students must be fully cognizant of the purpose (or purposes) of the trip as it unfolds. All must be alert to capitalize on learning situations as they arise. Enough flexibility must be permitted in the overall planning to handle unforeseen incidents as the field trip progresses. Perhaps the teacher's role is to be far enough removed from the mere mechanics of operation that he can readily be sensitized to happenings as they occur and be able to cope with such happenings for the growth and development of the students. The teacher can be ably assisted in this respect by the student committee members. The prearranged planning list can be successfully employed as a guide to be followed in carrying through the field trip to a successful conclusion.

Follow-up of the Field Trip

Too often it is taken for granted that everything performed and observed on the field trip is clearly understood. Too many teachers consider the field trip a closed issue once they arrive back at the school. Perhaps this is because the teacher is overly conscious of a new job coming up that must be crowded into an overloaded teaching plan. As a result, the teacher and the group quite often fail to draw conclusions and to summarize after a good learning situation. Opportunity must be afforded the student to clarify his thinking as to the why of certain operations observed or performed, why certain practices were employed on the trip and the like. In such hurried practice, student needs are not fulfilled and often the student is left confused, bewildered and muddled. It is the opinion of many that perhaps some of the greatest values of a field trip are those brought out through discussion after the field trip has been taken. Reference to certain events or happenings can very easily benefit the student in future learning situations. The correct conclusions and summarizations must be agreed upon cooperatively if optimum growth and development is to be extended the individual.

A Suggested Field Trip Outline

The following outline might be used as a guide to illustrate some of the suggestions that have been expressed. This outline is developed in connection with a field trip to accompany a unit on swine management, specifically on the job of belly castration of pigs.

1. Preparation for the trip—(one or more class periods)
 - (1) Discussion on why we castrate pigs.
 - (2) Discussion on various methods of castrating pigs and the advantages and disadvantages of belly castration over other methods.
 - (3) Have the student generate the desire to see and learn this method of castration.
 - (4) Permit students to suggest farms where such a trip might be held.
 - (5) Encourage group to select a committee of several class members to

study farms suggested and to select what they consider a more desirable farm situation.

- (6) Let students arrange for equipment and supplies to carry out this field trip and demonstration. In this, as in all other steps, the teacher must follow through to see that there are no slip-ups.
- (7) Cooperatively prearrange with the farmer for the trip and the demonstration. The student committee might make the initial contact with the farmer, plus a follow-up contact just prior to the trip.
- (8) Arrange for suitable transportation and develop with students an understanding of the importance of suitable clothing.
- (9) Outline, cooperatively, steps and key points to be emphasized in the trip and the demonstration.
- (10) Permit students to elect areas of responsibilities so that each student will have a specific assignment. Have each student outline and present his responsibilities to the group. This will help develop an understanding of the importance of each person's responsibilities and how each is related to the success of the group activity.
- (11) Discuss rules of conduct, respect of property, careful and proper handling of animals and other related and important issues.
- (12) Clear field trip time with school administrators.

2. Conducting the trip—(one class period)

- (1) Notify principal or other administrative officer of time of departure, where you will be and expected time of return.
- (2) Have member of the student committee check on transportation to make sure where they will load and other details.
- (3) A member (or members) of the student committee will outline and serve as leader in getting the students to and from transportation so that only limited interference with other school activities will be encountered.
- (4) Committee member will contact the farmer upon arrival and make introductions of all members.
- (5) The student committee previously will have worked with the farmer and will have things in readiness, including having the farmer primed for a few introductory remarks.
- (6) Each student will perform his prearranged activity so that maximum pupil participation is afforded. The teacher will assume his role as advisor and counselor and will not dominate and dictate to members of the group. The teacher must maintain optimum learning conditions during the operation.
- (7) After completion of the demonstration, proper clean-up and the like will be exercised.

- (8) The farmer will be thanked for his cooperation and use of his animals and facilities. This can be done by the committee or a designated individual speaking in behalf of the group.
- (9) The return to school will be as scheduled and with minimum disturbance to school activities.
- (10) Proper check-in with the principal will be made. Students will further ready themselves and be prepared to move into other school classes and/or activities without interrupting established school patterns.

3. Follow-up of the field trip—(a definite part of the next period in agriculture and reference to it in future periods)



- (1) Provide maximum time for members of the group to discuss events of the trip.
- (2) Permit questions to clarify any points of misunderstanding that might have occurred on the trip.
- (3) Each student will serve as a resource person on questions pertaining to his area of responsibility on the trip and demonstration.
- (4) Time should be provided for general summarization by the students on important practices learned.
- (5) Provision should be made for written or oral evaluation of the trip. This might on occasion be in the form of a quiz, prepared by and administered by members of the group under the guidance of the teacher.
- (6) Reference to events of the trip might be made in future classwork of the group. Application to individual situations should be made from time to time. □

Preparing FFA Booth - -

(Continued from page 279)

provided turntable to distribute electricity. Finally, ideas came in for appropriate symbols for management, culture, marketing, mechanization, science, and breeding. A symbol for management seemed boiled down to a set of opened farm account books, but no one was satisfied about the idea and it was replaced by a pad with a pencil poised on the written message "paper and pencil—most profitable tools on the farm."

Try out your own FFA Booth Exhibit some time. As with many ideas, you will learn by experience. □


Featured in
July—Relationships
in the School and
Community.


Parliamentary procedure improves Chapter morale

JARRELL GRAY, Teacher Education, Texas A. and M. College



Jarrell Gray

Do your FFA meetings lack the "spark" that you would like them to have? Do your FFA members possess the esprit de corps which they should? If not, would you like to do something for these ailments? Yes? Then try administering a mild dose of sugar coated parliamentary procedure to each class of vocational agriculture students.

But can one justify, with the crowded agriculture curriculum that is present, setting aside a certain period of time during which he will teach parliamentary procedure? The answer to this question is a very emphatic "yes."

The allocation of a certain amount of time in the vocational agriculture curriculum to the teaching of parliamentary procedure can be justified. FFA members who possess a working knowledge of parliamentary procedure are able to conduct meetings in a much more efficient manner than they otherwise would. The members will also obtain a better insight into democratic action if group action of the members is governed by parliamentary law. Therefore, a definite amount of time set aside for the purpose of teaching parliamentary procedure may be spent in acquiring valuable knowledge, skills, and attitudes which will help boys not only while in high school or college, but will also help them find a place in their community life as adult citizens.

How and When to Start

Where does one start in the program of instruction in parliamentary law? The logical beginning is with first-year boys. These students, in order to participate in Chapter meetings, need a working knowledge of parliamentary law. Consequently, a systematic study of the most frequently used parliamentary abilities should be made.

Each of these abilities should first be studied and discussed by the students. After this study, the class may then practice performing the ability. Each student should be permitted to serve as "president" during these drill exercises. Additional interest, or fun, may be obtained in selecting the president by "numbering" each individual then placing corresponding numbers in a box. As a "president" completes his practice period he draws a number from the box. The individual whose number is drawn serves as the next "president."

Naturally as this study progresses the parliamentary problems will become more complicated. This is where interest

really begins to develop. The student who is presiding strives very hard to do things exactly right while the ones who are not presiding may try to catch him in a parliamentary snare. And just watch this training carry-over into regular FFA meetings!

But after this class study is completed and students have an "amateur" working knowledge of parliamentary law, what next? Naturally some students will have a desire to venture further into the enchanting complexities of this subject. These students are naturals for a Chapter parliamentary teams.

Chapter Parliamentary Teams

In most states, contests are conducted in parliamentary procedure. Naturally, contestants in these events must receive additional training in parliamentary law other than that received in regular classroom instruction. This training has for its purpose the same basic objective as the regular classroom instruction. However, if a team expects to win a district, area, or state contest, the contestants must become proficient in handling parliamentary problems. Consequently, the Chapter parliamentary team must make an intensive study of parliamentary law. Also, they must have numerous and intensive practice periods in handling various parliamentary problems.

Any team that represents an FFA Chapter should be composed of the best qualified members from that Chapter. The problem that arises is how to select the best qualified individuals for the team. If it is customary for the team to be composed of Chapter officers, then selection is no problem. If Chapter officers are not used, selection becomes a problem.

Selecting the Team

Several methods have been used in selecting teams. The most satisfactory systems seem to be those which utilize either a committee of FFA members or the entire class in making the selection. If a committee is used it may be composed of individuals who have been on a team or of individuals who are capable of exercising good judgment in selecting those members with desirable characteristics. The committee may want to conduct "try-outs" for the purpose of observing certain traits and qualifications of potential team members. These try-outs may also be conducted if the selection of team members is to be made by the entire class.

Just what qualifications should a team member possess? Some of the more important ones may be enumerated as follows: (the committee or class may devise a score card from these qualifications)

1. *Desire to work.* This is perhaps the most important trait that should be possessed by an individual who

expects to be an asset to a parliamentary team. Unless each individual team member desires to do his best the team will be no better than the least qualified member.

2. *Ability to learn parliamentary law.*

The ability of a student to learn parliamentary law may be indicated by his grades in school, activities in which he participates, and leadership abilities demonstrated by him. However, the student's intense interest in parliamentary law may overbalance deficiencies in his grades and demonstrated leadership abilities. Therefore, if a student has a sincere desire to be on a parliamentary team, he should not be overlooked as a possible team member.

3. *Strong, clear voice.* Since contests

are sometimes conducted in large auditoriums, or rooms, it is imperative that team members possess voices which are strong and clear. The voice must have enough volume to be heard distinctly by the audience. Also, the voice must be clear in order that the audience may understand what is being said.

4. *Calmness.* Participating in a contest places one under a certain

amount of "mental pressure." Some individuals are better than others in their ability to keep calm under such pressure. A person who can tolerate this pressure and "think on his feet" certainly has an advantage when participating in a parliamentary contest.

5. *Self-confidence but humbleness.*

Any FFA member who is an asset to the parliamentary team must possess a feeling of self-confidence. After all, if the FFA member can't believe in himself, he can't expect others to believe in him. But even if one is very self-confident, he should be humble to the extent that he realizes that he doesn't know all there is to know about parliamentary law. It is a frame of mind such as this that enables one to work—work—and keep working. Therefore, the FFA member who has confidence in himself yet is humble to the extent that he realizes he doesn't know it all will certainly bring honors to himself and his Chapter.

A parliamentary team composed of individuals possessing these qualifications will no doubt make a creditable showing in parliamentary contests. And what Chapter doesn't like to win such a contest! Winning a contest certainly works wonders toward uplifting the pride which boys have for their Chapter. It also leads to increased self-confidence on the part of individual members.

So if you want to have good Chapter meetings, first teach boys how to properly conduct such meetings. And, if possible, provide the parliamentary team with an experience of winning a contest. It works wonders for Chapter morale! □

An important problem with some good suggestions of solutions

Pre-service preparation of teachers in farm mechanics

J. R. HAMILTON, Teacher Education, Mississippi State College



J. R. Hamilton

ALMOST everybody would agree that the farm - mechanics phase of teacher preparation has enjoyed some definite improvement during the past ten years or so. Under the impetus of the good work done by a committee of the American Society of Agricultural

Engineers and collaborators in vocational agriculture, the field of farm mechanics has assumed a more definite and recognizable form at the present time. This committee was established to study and recommend ways and means of improving the pre-service training of vocational agriculture teachers.

As a result of the work and reports of that group, the several areas of farm mechanics are now better defined and more efficiently organized than they formerly were; the subject content and activities of each area presently have more definite limits as to the extent of the technical phases; lines of distinction, as between the fields of technical agricultural engineering and farm mechanics, are easier to see; agricultural engineering departments, consequently, are better able to visualize real differences between the needs of vocational agriculture teachers, on the one hand, and technical engineers on the other.

More Preparation Is Needed

In spite of all that has been accomplished, the progress made is not yet adequate to meet the training needs of teachers to enable them to cope with problems of the present state of mechanized agriculture.

As a matter of fact, the improvement that has been made in the farm-mechanics phase of teacher preparation has been largely off-set by the revolution that has been taking place in mechanical and scientific farming in recent years. There is a natural lag of time between agricultural developments and consequent changes in college curriculum offerings. Recent machine-age advancements, however, have been so rapid and so thorough that our present-day training programs in farm mechanics are lagging behind instructional needs, even beyond what normally would be expected.

What are the prospects for a leveling off, or decline, in the present mechanization trend? What further pressures can the curriculum maker expect to bear upon him because of this trend? Can we

expect, soon, to be dealing with a more stable farming situation? No one can predict with certainty what the future holds; however, population experts are predicting that the year 1975 will see mechanization advanced to the point that one farm worker will be feeding and clothing himself and approximately fifty-five others! The present ratio is about one to twenty. If these predictions turn out to be true, it is apparent that the biggest problems in teacher preparation lie ahead, not behind.

Variety of Need

In this modern machine-era of farming, teachers of vocational agriculture are expected to be capable of dealing with the larger, more complex types of farm-mechanics problems. They must be prepared to give instruction in such vital activities as selecting appropriate farm tractors and other equipment; they must assist farm people with planning farm structures, selecting building material and estimating costs; they are called on to help plan the entire electrical system on farms; they are expected to give instruction in planning irrigation systems; they must be prepared not only to teach farm shop skills but to give intelligent instruction in planning and equipping the farm shop. There are, of course, many other vital farm-mechanics problems and activities of a similar nature which teachers must be prepared to handle. The type of ability required in the instruction, as indicated by the above list, clearly is a step beyond the old "nail-driving, hole-boring" role of the past. The work of the future should include the hand skills, but the over-all scope and nature of it will be much greater.

Emphasis on Management

Agricultural educators have long recognized the fundamental relationship of skills to good quality teaching in farm mechanics, or any field. One would wonder, however, if some institutions, in their eagerness to turn out graduates with a lot of hand skills, have not over-emphasized the manipulative side at the expense of the managerial. The latter is perhaps just as fundamental to good teaching as the former, if not more so.

Recent research, reported in the January issue of this magazine,¹ tended to verify the claim that the managerial side has been under-emphasized. In that study (Michigan, 1955), a total of 180 farm-shop and farm-structures abilities

were tested for their relative importance in teaching vocational agriculture. Approximately one-fourth of the total number of abilities were classified as managerial, and practically every one of these items was scored in the upper one-third of the distribution. Then when the adequacy-of-training scores on the same items were tested against the importance, it was clearly demonstrated that the managerial side of the training had been under-emphasized in the areas of the study.

One professor whose courses were involved in the Michigan study remarked, "I am not surprised that your so-called 'managerial aspects' came out with the highest scores, and I am not surprised that the 'adequacy-of-training' scores turned out relatively low on those items, since we already knew that we were giving the major emphasis to construction skills." The professor then continued, "the one thing that I am very much concerned about is *how* the managerial aspects should be taught."

The question raised here is not a new one and there is, indeed, a great need to improve techniques and methods of developing managerial abilities in the students; mere coverage of subject is no longer acceptable no matter how efficiently done.

Means of Management Preparation

It is not the purpose of this article to develop a theory as to how managerial abilities in farm mechanics can be developed in the students. Suggestions made by Michigan teachers in this connection are discussed briefly, however, as one means of improving the college instruction.

The suggestion which was most frequently listed was to "increase the use of well planned field trips." This item applied alike in planning barns and other farm service buildings, and in planning and equipping the farm shop; in addition, the teachers suggested that students engage in some actual planning activities, including the selection of farm shop equipment, drawing up floor plans, and placing equipment inside the building.

The suggestion that occurred in second place was that students should "engage in actual project construction," to include: selecting a suitable project, planning and designing the work, estimating the cost of materials, constructing the project, and evaluating the completed job.

Moreover, teachers called for an increase in the emphasis on selection of shop tools, tool use and tool-care operations.

Additional emphasis was called for in making actual repairs on farm buildings, including the job of estimating the extent and cost of repairs.

Excessive use of the lecture method was questioned, as was the too-frequent showing of films and filmstrips at the expense of more "doing type" of activities by the students.

There is no magic method for developing farm-mechanics abilities, of course, but there are poor methods and better methods just as there are poor teachers and excellent ones. □

¹ James Roland Hamilton, "The Preparation of Michigan Teachers of Vocational Agriculture in Two Areas of Farm Mechanics," (Unpublished Doctoral thesis, Michigan State University, East Lansing, Michigan, 1955) 265 pp.

Can you include this in your summer program?

Securing enrollment for out-of-school groups

C. B. WOOD, Vo-Ag Instructor, Falls Village, Connecticut



Clarke B. Wood

SECURING enrollment for a community adult program in agriculture must be based upon the groups to be served. Young farmers, adult farmers, part-time farmers and persons interested in areas related to farming are groups for which course

offerings may be planned. The school administration must have a policy relating to which groups are to be served. The policy decisions can be aided through the efforts of the consulting committee of the school in advising the administration and the board about the needed community program.

Locating prospective enrollees and selection of them for specific courses may proceed when the groups to be served and definite course patterns have been formulated with regard to interests and needs of the community. Thought should be given to: (1) meeting places, (2) distance to meeting place, (3) course offerings, (4) cliques, (5) farmers "agin education," and (6) "new faces" in filling our enrollments for courses planned. Prospective enrollees may be located by a variety and combination of ways. These contacts may be made by the vocational agriculture instructor, advisory committee members or their sub-committees, key influential persons and all-day pupils. Information regarding course offerings, schedules and meeting places can be explained at this time.

Reaching the Prospective Enrollee

Advisory committees can plan and execute, with the aid of the vocational agriculture teacher, surveys to determine areas of concern for individuals. This approach would provide excellent personal contacts.

Teachers of vocational agriculture can assist with these surveys and make many more farm interviews. A list of prospective enrollees should be compiled and a personnel folder set up with the information secured and kept therein. This information should be used to aid enrollment of individuals in the course areas planned to best suit their needs.

All prospective enrollees should be furnished with a brochure of planned courses and administrative details.

Using the information previously secured and on file, the aid of influential persons can be obtained in enrolling the class members. The consulting committee will be of great help in locating

and securing the aid of the key persons in an area, clique or group.

While the above procedure is considered the most effective, other methods of communication must supplement it. The use of circular letters, newspaper articles, radio, TV, farm organizations and all-day pupil contacts will provide a good public relations program.

Selection of enrollees for the planned courses should be such as to meet two broad criteria, namely: (1) adults must benefit from the course offered and (2) sustained interest in attending classes regularly must be maintained. These criteria can be made effective by visiting all expected enrollees prior to admittance and start of classes. These visits can be definitely planned and carried out since the expected enrollees have been identified and located in the community.

Using Other Persons

Concern is often expressed for our failure to enroll "agin education" groups and cliques. These groups tend to secure farm information from key farmers within their group. However, studies have shown that considerable use of influential persons outside the clique or even in another clique can be made. The wise choice of such persons for contacts will aid tremendously in overcoming enrollment problems among these groups.

The time for farm visits to prospective class members and the key persons previously mentioned must be provided to the vocational agriculture instructor. Getting acquainted on the farm by talking farming or while loading the hay can do much to break down barriers of resistance to the adult farmer program.

The criteria for selection of key farmers for making contacts with prospective enrollees are variable. Studies show that farmers with large businesses who make progressive changes in farm operations resulting in good profits are held in high esteem. Farmers active socially and in farm organizations have considerable prestige in their particular clique or groups. They are commonly approached for information and advice by other farmers.

Community groups with homogenous cultural, religious and social backgrounds have a tendency for the traditional type of education. Heterogenous groups have broader educational goals and concepts. Influential persons in groups where tradition is in vogue could have adverse effects on enrollment unless carefully selected or converted to a broader formal educational outlook.

"New Faces" in our programs are needed. These individuals can be located and sought out, using the procedure

previously outlined. Our efforts in establishing programs of long standing should be in this direction. Progressive and enlightened farmers will generally enroll in a well-planned program.

Enrollment fees are not necessarily a deterrent to enrollment. Many times a small fee has the effect of encouraging attendance. The individual feels responsibility to himself and the group for regular attendance.

The enrollment of young farmers, adult farmers, part-time farmers and persons interested in specialized areas related to farming in a planned community program for agricultural training can be effectively carried out by:

1. Locating the prospective enrollees with the aid of a consulting committee and influential persons.
2. Determining the problem area of prospective enrollees by some type of survey form or device.
3. Planning a course offering in advance followed by announcement of the course offerings.
4. Setting up personal folders for prospective enrollees from which selection can be made for making contacts prior to offering a specific course. □

Future Farmers at the World's Plowing Contests

P. F. PULSE, District Supervisor, Ohio

FUTURE Farmers of America are welcomed to the 1957 World's Conservation Exposition and Plowing Contests to be held at Peebles, Ohio, September 17, 18, 19, and 20, 1957.

This will be the first time the World's Contests are to be held in the United States of America. The first World's Contest was held in Canada in 1953, Ireland 1954, Sweden 1955, and will be held at Oxford, England, in 1956. Germany will sponsor the contests in 1958. Fourteen countries were represented in the 1955 contests held in Sweden.

Site preparation work on the 17 farms which comprise 2,500 acres has been under way for the past two years. Mr. Russell K. Weff, Soil Conservation District Supervisor, indicated the following practices have been established: farm ponds, wildlife area plantings, water management practices such as terraces, diversion ditches, sod waterways, improved rotations, improved pasture seedings, strip cropping, woodland management, fertilization, liming demonstrations, and meadow seedings.

Of particular interest to the Future Farmers of America are the Youth Day Contests scheduled on Tuesday, September 17, 1957, in Land Judging, Grassland Judging, and Safety in Tractor Operation. Worth-while prizes and trophies are to be awarded. The officers and advisors of many Chapters throughout the nation in planning their local programs of work are including attendance and participation in this world's event in 1957. (Picture on page 287.) □

News and Views of the Profession

Lafley Appointed to FFA Magazine Staff



Cedric A. Lafley

CEDRIC A. Lafley assumed the duties of Associate Editor of the *National Future Farmer Magazine* last April 1. Previously he was Assistant State Supervisor in Vermont in charge of Institutional-on-the-Farm Training, having served in this capacity since 1949.

Lafley graduated from the University of Vermont in 1940 and began his teaching career at Marshfield and Cabot, Vermont, where he served for one and one-half years before being called into military service. After serving four years in the Infantry during World War II, he returned to Vo-Ag teaching at Brandon, Vermont, where he remained for four years.

In addition to his supervisory duties in Vermont, Lafley served as Executive Secretary of the Vermont FFA Association and Editor of the *Vermont Ag Teachers' Journal*. He received his M.Ed. degree from the University of Vermont in June, 1950. He was quite active in various committees and projects in the North Atlantic Region and has been a frequent contributor to *Agricultural Education Magazine*.

JOE DUCK

Mr. Joe W. Duck, Associate Professor, Agricultural Education, University of Missouri, died March 25 after a very brief illness following a heart attack.

Mr. Duck was born October 21, 1900, at Parsons, Tennessee. He attended the West Tennessee Normal College and the University of Tennessee before transferring to the University of Missouri where he received the bachelor's degree in 1927 and the M.A. degree in 1937. He taught vocational agriculture in Missouri and served as a district supervisor for the Missouri Department of Education before becoming a member of the staff at the University of Missouri in 1947.

In his work at the University Mr. Duck pioneered in a liaison capacity, being instrumental in seeing that technical information and various services were made available to teachers of vocational agriculture. His direct contributions were largely in the area of visual education, a field in which he excelled and was well known.

Mr. Duck was an active member of various vocational groups and served as state president of the Missouri Vocational Association in 1955.

Sexauer Honored



Dr. T. E. Sexauer

Dr. T. E. Sexauer, of the department of vocational education, Iowa State College, was presented a Distinguished Service Award at the thirty-sixth annual Central Region Conference on Agricultural Education held in Chicago in March. A. E. Tenny, program specialist of the U. S. Office of Education, general chairman of the conference, read a citation referring to the 42 years of outstanding service which Dr. Sexauer has given to agricultural education.

While teaching vocational agriculture in Minnesota and in Wisconsin, Dr. Sexauer's students organized cow testing associations which were among the first in the United States. He served as head of the department of agricultural edu-

cation in the University of Missouri from 1919 to 1925.

After receiving his Ph.D. degree from Cornell University in 1928, Dr. Sexauer came to the department of vocational education at Iowa State College where he is professor of agricultural education. Throughout his 28 years at Iowa State College, one of Dr. Sexauer's responsibilities has been to teach a special methods class on adult farmer education. Largely as a result of the inspiration and of the sound techniques stressed in this class a very high percentage of teachers of vocational agriculture in Iowa teach adult classes. Last year, 263 teachers of vocational agriculture in Iowa enrolled 16,812 farmers in adult farmer classes. Because of the influence that he has had on this and other adult education programs, Dr. Sexauer is sometimes referred to as "the father of adult education in Iowa."

Dr. Sexauer has owned a 280-acre farm near Ankeny since 1925. His professional activities include membership in the Iowa and the American Vocational Associations, in the Iowa and the National Adult Education Associations, in the Iowa State Education Association, and in the National Education Association. He is a member of Phi Kappa Phi, Phi Delta Kappa, Gamma Sigma Delta and Alpha Zeta honorary and professional fraternities.

Changes in the Magazine Staff



Ralph J. Woodin

TWO new Special Editors have been appointed to the Staff of the Magazine, effective with this issue.

Ralph J. Woodin of the Department of Agricultural Education, the Ohio State University, replaces John Weiss of Illinois as a Special Editor for the North Central Region. Dr. Woodin obtained his B.S. degree from Ohio State University in 1931 and the Master's degree from the same institution in 1945. He taught Vo-Ag for seventeen years, serving in four communities. The last eight years of his high school teaching experience were spent at Hilliards, Ohio, where he was a cooperating teacher in the teacher training program.

Woodin completed work for his Doctorate in 1951 at Ohio State University and has been on the staff in Agricultural Education since that time. He now holds the rank of Associate Professor. He is a member of Phi Delta Kappa and Gamma Sigma Delta. He served as visiting Professor in the Department of Agricultural Education at Auburn, Alabama, in the summer of 1952.

Woodin has been quite active in the program of the North Central Region and in the American Vocational Association.

He is well known for his work on teaching aids and in public relations materials.

Dr. Weiss, whom Woodin replaces, has served as Special Editor very effectively for the past ten years.



Arthur B. Ward

ARTHUR B. Ward, Associate Professor of Vocational Education, University of Nebraska, is the new Special Editor to replace Dr. H. J. Sweany of Michigan State University. Dr. Sweany resigned after representing the North Central Region on the

Magazine staff since December, 1950.

Dr. Ward is a native of Montana where he grew up on a 4,800 acre cattle and wheat ranch. He is a graduate of Montana State College where he obtained a B.S. degree in 1938. His first teaching experience was at Bozeman, Montana, followed by two years at Lewistown where he remained until entry into the armed services in 1942. Following his discharge from military service in 1945, he returned to Lewistown for a year before entering Michigan State College to work on his Master's degree program. The degree was awarded in 1947.

(Continued on page 287)

Professional and Teaching Aids

Cumulative Record for Young Farmers.

R. C. Butler, Department of Agricultural Education, West Virginia University, Morgantown, West Virginia. 1950. Single copy free. Twelve pages.

A cumulative record designed to show the progress and achievement of a young farmer from a beginning in farming to full establishment over a period of years. Eleven factors associated with advancement in farming and industrial improvement are outlined in the publication. The record may be used as a permanent form with addition made at regular intervals.

The material contained in the record should be of value in planning a functional program of activities for the young farmer group and in providing factual information to administrators on the value of such programs.

Officers Handbook for FFA Members.

Joe P. Bail, Department of Agricultural Education, West Virginia University, Morgantown, West Virginia. 1954. Single copy free. 33 pages.

This publication is designed to supplement the Official FFA Manual with reference to the duties and responsibilities of the various FFA officers. Additional sections deal with the conduct of Future Farmers in public, at school, and at home. Attention is given to the activities and experiences which will enable a member to progress through the various areas of the FFA program and to secure the needed leadership training. The material is intended to be used on a local level for the training of FFA leaders.

Efficiency Factors and Production Goals for Vocational Agricultural Enterprises in West Virginia. Joe P. Bail, Department of Agricultural Education, West Virginia University, Morgantown, West Virginia. 1956. Single copy free. 20 pages.

Factors used in measuring the efficiency with which certain farm enterprises are conducted are outlined in this publication. Production goals for the various enterprises common to West Virginia are given. A general discussion of record keeping and production goals from the standpoint of analyzing records is brought forth.

Suggestions for motivating students to set production goals and follow superior practices in carrying out supervised farming programs constitute a part of the publication. Specialists in technical agriculture were consulted in drawing up the material.

Farm Family Business (Circular PA 275) published by the Federal Extension Service, U. S. Department of Agriculture, Washington 25, D. C. Reference copy free on request to the above address (for class supply address your state agricultural Extension Service). 21 pages.

This popular study circular was prepared by an inter-agency committee as

a guide to local leaders and teachers interested in farm family business. Liberally illustrated it presents the subject in concise form. One chapter shows the relationship of cooperative self-help associations to our private enterprise system. The circular concludes with a list of teaching aids.

The Missouri Program of Vocational Agriculture.

State Department of Education, Agricultural Education Section and Department of Agricultural Education, University of Missouri. June 1955. Single copies free on request to C. M. Humphrey, Director, Agricultural Education, State Department of Education. Jefferson City, Missouri.

This is a 9" x 12" brochure, containing ten pictures and explaining the program of vocational agriculture in Missouri. It was prepared as a means of improving public relations. Each teacher has been provided with a number of copies to be distributed where he thinks they will do the most good.

Guiding Student Teachers Toward Competency.

Edited by Ralph J. Woodin, issued by the Department of Agricultural Education, Ohio State University, Columbus, Ohio, 1953. 67 pages. Single copies free; multiple copies may be purchased at 75 cents each.

This report deals with evaluation and guidance of student teachers attaining general school objectives, planning vocational agriculture programs, classroom teaching, developing farming programs, planning for adult education, advising the FFA, developing community relationships, and professional growth. It contains a selected bibliography as well as reports of the 30 participants in the workshop. Each of some 60 problems are developed under the headings of "This We Believe," "These Problems We Face," and "This We Can Do."

Production Testing of Pastures and Meadows by E. P. Reed, Extension Agronomist, and K. N. Wilson, Research Fellow in Agricultural Education, Department of Agricultural Education, Ohio State University, Columbus, Ohio. Single copies free; multiple copies 10 cents. 7 pages.

The measurement of yields has been one of the problems in conducting desirable checks on crop projects and demonstration plots in forage production. A simple measurement of production has been used for many years in forage research in Ohio and will be adequate for its intended use. Included is a sample record for forage production testing.

Professional Participation Experiences for Major in Agricultural Education, issued by the Department of Agricultural Education, Ohio State University, Columbus 10, Ohio, August 1955. Single copies are available upon request from

the Department of Agricultural Education, 10 pages, mimeographed.

This instrument is used by student teachers in vocational agriculture to make an inventory of their professional experiences during their quarter of apprenticeship at which time they spend six weeks with a teacher of vocational agriculture and six weeks in a county agricultural extension office. Major sections include general school activities, guidance and counselling, physical facilities, supervised farming programs, program planning, teaching high school classes, Future Farmers of America, adult teaching, and community and public relations. A similar section is included on agricultural extension experiences.

An Inventory of Farming Abilities for Prospective Teachers of Vocational Agriculture, issued by the Department of Agricultural Education, Ohio State University, August 1952, Columbus 10, Ohio. Single copies available upon request, 12 pages, mimeographed.

This check list is designed to help majors in Agricultural Education in selecting agriculture courses at the University as well as the farm experiences which they should secure on their home farms. The instrument provides an opportunity for students to check 366 different farm skills and abilities related to 15 different farm enterprises which are common to Ohio.

◀ TIPS THAT WORK ▶

A Grain Display That Talks

JOHN Hartwig had never been entirely satisfied with the Preble County FFA's grain exhibit at the county fair. Since each of the seven teachers in the County assumed responsibility for a certain area of the fair, John worked with the grain.

The 55 six-ear exhibits looked pleasing, well selected, nice color, and uniformly displayed but what did they tell? Only that some future farmer could pick out six well matched ears of corn.

At a meeting of the County Ag teachers last summer it was decided to try to work out a means of displaying the corn harvested from 1/100 of an acre in such a way that the height to which the corn filled the container would indicate relative yield. Also, the 1/100 acre samples were to be harvested under teacher supervision and a moisture sample was to be taken in the field.

Mr. Hartwig made 18" diameter cylinders of 1x2 inch welded wire. No bottoms were provided since they were placed on the floor. These corn displays were placed in the foreground of the seven individual school booth displays. The yellow corn blended well with the blue and yellow decorated area of the building which had been painted and prepared by the county FFA group beforehand.

(Continued on page 287)

BOOK REVIEWS

GETTING STARTED IN FARMING by Johnson, Peterson, and Associates, illustrated, pp. 372, published by D. Van Nostrand Co., Inc., Princeton, New Jersey. Text edition price, \$4.20.

Getting Started in Farming appears to be a book which teachers of vocational agriculture will find very useful. Chapters included in the book are: Developing Your Farming Program; Learning on the Home Farm; Lessons from Other Farms; A Look at Farms in Other Areas; Preparing Yourself to be a Good Farmer; A Good Farmer Needs a Good Farm; Improving the Farmstead and the Home; Selecting and Using Farm Power and Machinery; Setting Up a Farm Work Program; Keeping and Using Records; Measuring the Results of Your Farm Business; Managing Money and Credit; Getting Highest Returns from Each Enterprise; Planning Your Farming Operations; Farming On Your Own, Working with Others on Management Problems; and Improving the Management of Your Farm.

This book is intended primarily for use in vocational agriculture classes in the public schools, but some sections should be useful for working with young farmers who are trying to get started in farming. The book contains chapters on some topics for which reference materials have long been needed. The orientation of the book is in terms of a developing and growing farming program leading to establishment in farming. As a result, many of the problems discussed go beyond the immediate high school student farming program.

The publication is so written that it can be easily read and understood. Teachers of vocational agriculture should find the reference lists at the end of each chapter very useful. Illustrations are used effectively.

Six individuals contributed to the writing of this book. Five of these authors serve in various capacities with the United States Department of Agriculture. The sixth author, Milo J. Peterson, is Professor and Head of the

Department of Agricultural Education at the University of Minnesota.

—A.H.K.

RURAL ELECTRIFICATION, fifth revised edition, by J. P. Schaefer, illustrated, pp. 378, published by The Bruce Publishing Co., Milwaukee. Price, \$3.75.

This book consists mainly of brief descriptions of the many kinds of farm equipment which can be powered by electricity, including statements regarding the installation and electrical energy consumption of each kind of equipment. For example, there are short chapters on ensilage cutters, feed grinders, wood sawing, hay and grain drying and handling, water supply, poultry house lighting, pig and lamb brooders, dairy refrigeration, etc. There are also three chapters of a general introductory nature, and five chapters on wiring. The wiring chapters are concerned with materials, maintenance and repair, wiring the home, wiring the farmstead, and wiring the barn and outbuildings.

At the beginning of each chapter there are lists of questions to guide class discussions, suggestions for demonstrations, and problems to be solved. Illustrations are used throughout. Suggested readings are listed at the end of the various chapters.

J. P. Schaefer is a Fellow, American Society of Agricultural Engineers, and a former teacher of vocational agriculture in South Dakota and Wisconsin.

—A.H.K.

TOPSOIL AND CIVILIZATION by Tom Dale and Vernon Carter, illustrated, pp. 270, published by the University of Oklahoma Press, Norman, Oklahoma. Price, \$3.95.

The authors of *Topsoil and Civilization* have related the way in which man has used, or misused, the soil to the rise and fall of the many great civilizations. Areas included in this analysis include the Nile Valley, Mesopotamia, the Mediterranean Region, Crete and Lebanon, Syria and Palestine, Greece, North Africa, Italy and Sicily, Western Europe, and the United States.

The authors point out that the more civilized man became, the more rapidly did he destroy the land; that cities grew where land was rich and productive and died when the land was no longer capable of producing a surplus. A global view is presented of the problem of soil conservation. The authors have taken a very interesting approach to the study of the history of man and man's relation to the land from which he wrests his living.

The book is well written and the illustrations are well selected, adding much to the understanding of the content. This publication should make a fine addition to the general reading libraries of departments of vocational agriculture.

—A.H.K.

Changes in Magazine Staff

(Continued from page 285)

Ward was assistant State Supervisor in Montana from 1947 to 1951 with major responsibility for development of the Institutional-on-farm Training Program for Veterans. In September of 1951 he enrolled in the University of Illinois for his Doctoral program. The Doctor of Education degree was awarded in 1954. He joined the staff in Vocational Education in Nebraska in the fall of 1954. Presently he is serving as Chairman of the North Central Research Conference in Agricultural Education.

Tips That Work

(Continued from page 286)

More people stopped to see the corn exhibits than ever before. On a card an observer could read variety, yield, fertilizer, moisture, and name of the producer.

The state fair inspector must have been impressed, inasmuch as he listed this as an outstanding and new feature of the fair. It looks now as if our corn displaying will go more to 1/100 acre displays and less to six ear samples. The premium money is higher and the work greater but all is repaid when the display talks.

LESLIE F. CRABBE
Vo-Ag Instructor
Eaton, Ohio

□



Southern Ohio's rolling hills will form a back drop for the World's Plowing Contest at Peabees in Adams County.



John Francis of Hamilton, Ohio (left) as he judged the Preble County, Ohio displays of 1/100 acre of corn. Assisting him are John Hartwig Vo-Ag instructor at Lewisburg, in charge of grain displays for the FFA, and Charlie Schlotterbeck, teacher of Vocational Agriculture at Monroe High School and in charge of FFA shop displays.

Stories In Pictures

One of the rewards of long and faithful service in Vo-Ag. William R. Essick, who is completing 37 years of continuous service in the Vo-Ag department of Lawrence, Kansas, at the end of the current school year, is shown with some of his students and former students on the occasion of a dinner in his honor. Left to right in the picture are—Roger Heck, sophomore; Roger's father, a former student; Mr. Essick; Lawrence Leonhard, a former student; his son Wayne, a graduate in 1953; and another son, Ralph, who has just completed the freshman year.

—Additional story on page 234 of the April issue.



Teacher Trainers and Supervisors get a lesson in teaching aids during the North Central Regional Conference. One of the several conference sections is shown here getting some ideas to take back to teachers in their respective States. Standing, left to right, are—Dr. Raymond Clark, Michigan State Univ.; Dr. George Luster, Univ. of Kentucky, and chairman of this particular section; Leno Barron, Editor of the NATIONAL FUTURE FARMER; Dr. George Sledge, Univ. of Wisconsin; and Ervin Raven, Detroit Edison Company, Detroit, Mich., who was the guest speaker for the particular section meeting.

—Picture furnished by Ralph Woodin



Another Advisory Council in action. Glenn S. Sanderson, Vo-Ag Instructor of Pompano, Fla., (second from right) called the council together to assist in the planning for the general purpose barn soon to be constructed on the school farm. Members of the council represent Building Construction, Dairymen, Implement Dealers, Local Stores, Nurserymen and Realtors.

The National Future Farmer Supply Service exhibit is a busy spot at State FFA Conventions. Mr. Paul Kidd of the Supply Service is shown (right) as he explains some of the details of the Supply Service to West Virginia Convention Delegates.



Clark W. Davis, General Manager of the Grasselli Chemicals Division of the DuPont Company, Wilmington, Delaware, greets Delaware State FFA Officers during a visit to the Agricultural Research facilities of the Company. A real experience in learning of some of the types of related agricultural work being carried on by industry was obtained. The tour was preceded by a luncheon where the boys met representatives of the different agricultural divisions of the DuPont Company and saw a movie on "Better Farming Through Chemistry." Lyle Mowlds, State Supervisor, and Paul Hodgson, Teacher Education, Univ. of Delaware, accompanied the group.

—Picture furnished by Paul Hodgson.



